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PREPARING A READING READINESS PROGRAM THAT ALLOWS EACH CHILD TO PROGRESS AT HIS OWN RATE, PRODUCING MAXIMUM RESULTS IN A MINIMUM AMOUNT OF TIME

Submitted by

Evangeline Frances Donovan
(B.S. in Ed., Boston University,
School of Education, 1948)

In partial fulfillment of requirements for
the degree of Master of Education

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First Reader: Helen B. Sullivan, Professor of Education

Second Reader: Helen A. Murphy, Associate Professor of Education

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Acknowledgment

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Fitting the curriculum to the child's needs has been the aim of modern education for some time. A program, then, to be effective, must allow for these various differences so that each child may progress at his own rate and achieve the best of which he is capable. The writer planned that type of readiness program to use with her class of twenty-eight entrants in September, 1948.

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Questions involved. The writer resolved to find the solution to the problem by answering the following questions:

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The experiment started with a search for certain data needed by the writer before the study could be successfully carried on.

1. What is reading
2. The meaning of reading readiness
3. Factors that influence reading readiness
4. Appraisal of reading readiness
   - Standardized tests
   - Teacher observation
5. Physical, social, and emotional disturbances
6. Characteristics of a balanced reading readiness program
7. An acquaintance with published standardized tests that would serve as guides in constructing similar tests to fit the needs of the writer's particular group, thus offering material for a continual check-up throughout the study.
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B. Results of Research.

What is reading ?

William S. Gray[1] says:

Records of the history of man show that wherever there has been civilization there has been reading. Thru a heritage of books, man has become heir to the accumulated experience and thought of the ages. He has acquired a knowledge of the forces that have influenced the evolution of present forms of civilization. He has caught a vision of a future guided by reason, enlightenment, and contentment. He has discovered a means of releasing the potentialities of the mind and of attaining his highest aspirations. He has also acquired an invaluable aid to release enjoyment, understanding, and inspiration.

From Betts[2] we learn :Reading is man's most potent skill. Without reading his world is circumscribed by his neighbors. Reading is the keystone of the arch of intelligence that the schools have been established to construct. Strip the curriculum to the bare essentials and three R's do not remain. There is only this one supreme essential R --the ability to read with speed and comprehension.

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In a study on beginning reading Wilson and others[2] concluded that reading readiness is in reality progress in the initial stages of learning to read. They see two aspects in it, namely, mechanics and the rate of progress in reading. Rather, these authors find these differences may be explained mainly in terms of learning, with the mastery of letter symbols -- both visual and auditory -- the most important part of the process. Their study reported that the children recognized certain sounds as letters already familiar and used this knowledge in finding the new words presented to them. Different groups of children studied in three successive years support this conclusion that such auditory discriminations used as an aid in attacking new words made for success in reading. Their correlation of reading success with readiness scores on

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The problem of reading readiness according to Betts[3] is being studied by both practitioners and research workers in specialized fields. As a result, our concept of reading readiness has been expanded to include physical and emotional preparedness as well as mental readiness for specific programs. Individual development rather than subject matter prescribed for memorization is rapidly becoming the chief

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Accomb[1] concludes that visual and auditory discrimination, perception and associability are highly significant factors in relation to reading ability.

According to Sullivan[2], among the required background abilities for success in learning to read are auditory discrimination, visual discrimination, visual memory, and the development of comprehension and kinaesthetic skills.

Wright[3] tells us that a child's readiness for reading is influenced by many factors. Among these are: physical conditions, mental abilities, personal qualities, and experience background.

Murphy[4] reports auditory and visual discrimination as important abilities in beginning reading. She states, "the lack of auditory discrimination, that is, the power to distinguish similarities and differences in the sound of words, appears to be one cause for confusion in beginning reading."

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Dolch[1] says:

> We do not merely wait for reading readiness but try to develop it. To do so, we need to think of different kinds of readiness, namely, physical readiness, school readiness, language readiness, interest readiness, and perceptual readiness. These kinds of readiness depend on one another and grow out of one another. All are necessary for full readiness for beginning reading.

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The Appraisal of Reading Readiness. An increasingly popular method of determining readiness for reading is through the use of standardized published tests. Most up-to-date school systems aid the teacher in her study of primary children by the local administration of one or more classification tests, intelligence tests, and/or reading readiness tests. Some systems give these tests at the end of the kindergarten. Other school systems administer these tests during the first weeks of the first grade. Some make it a practice six to eight weeks after the beginning of the fall term to administer the Stanford-Binet individual test to those children obviously too immature or deficient to continue in the first grade.

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Intelligence tests provide a measure of the child's mental age.

Mental Age. Davidson[1] reports success in teaching reading to children of four years mental age.

Raguse[2] concludes a mental age of five years is sufficient for success.

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Durrell and Sullivan[2] state: "Mental immaturity is a primary cause of poor reading, but any child with a mental age of five years or more -- regardless of his intelligence quotient -- should be able to learn to read when learning needs are adjusted to his needs."

McKee[3] tells us that the fact that a child has reached the age of six or has entered the first grade is no guarantee that he is ready to attack successfully the complicated problems with which he must come to grips in reading beginning reading matter.

Many reading readiness tests have been published. These tests have been helpful for the teacher in identifying specific strengths and weaknesses in certain areas such as: visual and auditory discrimination, background of information, vocabulary, and perception of relationships.

1/ E.W. Dolch and Bloomster, "Phonic Readiness," Elementary School Journal, Vol.38:201-205.

2/ Donald D. Durrell and Helen B. Sullivan, Building Word Power in Primary Grades. Boston: World Book Company, 1941, pp. 1-2.

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McKee[3] tells us that the fact that a child has reached the age of six or has entered the first grade is no guarantee that he is ready to attack successfully the complicated problems with which he must come to grips in reading beginning reading matter.

Many reading readiness tests have been published. These tests have been helpful for the teacher in identifying specific strengths and weaknesses in certain areas such as: visual and auditory discrimination, background of information, vocabulary, and perception of relationships.

1\ E.W. Dolch and Bloomster, "Phonic Readiness,"Elementary School Journal. Vol.38:201-206.

2\ Donald D. Durrell and Helen B. Sullivan, Building Word Power in Primary Grades. Boston:World Book Company, 1951, pp. 1-2.

3\ Paul McKee, The Teaching of Reading in the Elementary School. Boston:Houghton, Mifflin Company, 1948, p. 142-144.

Sullivan and McCarthy[1], in 1941, studied five frequently used reading readiness tests, and reported visual discrimination to be a factor included in all of the five tests. Items for auditory discrimination appeared in several of these tests.

Reading readiness tests are valuable instruments for studying children at all age levels who cannot read or have less than second grade level reading ability. Both group and individual tests of reading readiness are available.

It is clear that the use of no one reading readiness test or group of such tests can give an adequate appraisal of all the important factors which apparently constitute readiness to learn to read.[2]

Betts[3] tells us that no single instrument has been devised to date to predict reading success for all types of children in all types of schools.

Bond and Bond[4] state:

> Standardized tests -- both mental and reading readiness-- and teacher appraisals form the basis for gaining an understanding of the children and for making adjustments. These appraisals should do much more than give an estimate of which children

1/ Helen B. Sullivan and Josephine McCarthy, "An Evaluation of Reading Readiness Materials," Education, Vol. 62:40-43, September, 1941.

2/ D. Kopel, "Reading Readiness: Its Determination and Use," Teachers College Record, January, 1942, pp. 64-70.

3/ Emmett A. Betts, op. cit., p. 237.

4/ Guy L. Bond and Eva Bond, Teaching the Child to Read. New York: The Macmillan Company, 1947, p. 38.

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3\ Emmett A. Betts, op. cit., p. 227.

4\ Guy L. Bond and Eva Bond, Teaching the Child to Read. New York: The Macmillan Company, 1947, p. 58.

> are going to have trouble with reading and which ones are not. The appraisals, then, should be thought of as being primarily diagnostic rather than predictive in nature. They should help the teacher to gain insight into the instructional adjustments to be made and the readinesses to be built.

Kottmeyer[1], in 1947, from a study conducted in the public schools of St. Louis, concluded that the best compromise in predicting readiness for first grade entrants at present is a combination of teachers' judgment with either an intelligence or a readiness test. The slight increase of prediction accuracy by using both a readiness and an intelligence test is apparently not justified.

McKee[2] tells us that in addition to the use of the intelligence and readiness tests, the teacher must observe the child from time to time. Such observation can be made by talking informally to the child, watching him at work, and using informal tests. In this way, she can adapt her instruction in reading readiness to the child's needs and also determine whether he is ready to begin reading.

Physical, social, and emotional disturbances. Physical, emotional, and social disturbances are causes of different types of reading difficulties.

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The commonest physical handicaps are poor general health, defective vision, hearing, and speech.

Poor General Health. McKee[1] states that poor general health, often promoted by malnutrition, lack of sufficient sleep, persistent over-stimulation, or chronic infection of the teeth, tonsils, and other parts of the body, tends to rob the child of the energy with which he can attend actively and enthusiastically to the tasks included in getting ready to learn to read.

Defective Vision. According to Dan Clark,[2] children learn in the classroom through what they see on the blackboard and in books, and what they hear from their teacher and classmates. Children learn best from the things they do. But, if we take inventory of the visual and auditory equipment of every child in the classroom, we at least know the degree to which classroom stimulation can be expected to succeed.

Some schools have the Snellen Test of visual acuity. This test measures ability of the child to see with one eye at a time any objects which are twenty feet distant. The performance is scored for each eye's vision, as 20/20,20/30, etc. (ability to see at 20 feet objects which the average child sees at 20 feet, 30 feet, etc.). Years ago, when the

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Snellen Test was developed, it was a great scientific advancement. Teachers today, however, have interest in more practical concerns. They want to know how well the child can use both eyes working together to see clearly the small print of a book held in his hands. Snellen Test results are of little help here.

A better test for screening out children with defects in the kind of vision required for school work was suggested in 1934 by Dr. Eames. In addition,to modifying and improving the Snellen Test, it introduced tests of binocular vision, (two-eyed vision). (Teachers interested in this relatively inexpensive method will find it described in Education for September, 1935 and in the Journal of Educational Research for March, 1940. Information about how to obtain this is available through the World Book Company). A few minutes with this equipment enables the teacher to separate the child not yet ready to learn because of visual defects. The teacher may thus save pupil-and-teacher energy by being able to postpone classroom presentations until after the child has been seen by a competent ophthalmologist, and his difficulty corrected. The parents should be notified about this condition and its effect upon the child's learning ability.

A more satisfactory but more expensive method for discovering children with visual defect is provided by the Keystone Visual Survey developed by Dr. Betts. This

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equipment is a precision stereoscope, calibrated for reading and distance vision, and several series of stereoscopic test cards. It is not only a check on the separate efficiency of both eyes but ingeniously does this while both eyes are working together as they do in the reading process. More important, it shows how well the eyes function as a unit and indicates what they actually see. While probably too costly for the individual classroom (about $75 from the Keystone View Company, Meadville, Pennsylvania), the Keystone-Betts Visual Survey can be acquired by the school of several rooms or county authorities for loan to individual teachers. By its use the teacher gets a good idea of the nature of the child's visual difficulty, and after referring the child to the ophthalmologist can also adapt teaching materials to the child's special visual needs.

Defective Hearing. To quote McKee[1]:

> As beginning reading is taught in most schools, the child must learn the sounds of many words and parts of words. If he does not hear well, he can easily make confusions in attempting to do this learning and thus causes himself serious trouble in subsequent words identification and word recognition. Consequently, the teacher should test the hearing of any pupil who, by persistent inattention, listlessness, turning of the head, and frequent requests for repetition of what has been said, shows signs of possible hearing defects. The most valid testing is done by means of an audiometer. Other tests are the well-known whisper test and the watch tick test. Pupils found to have defective hearing should have the attention of a physician and should be given seats in the classroom from which they can hear what is said.

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Defective Speech. It has been found that many poor readers have some type of speech defect.

Monroe[1] felt that lack of precision in discrimination of speech sounds might impede progress in reading and was often associated with articulatory speech disorders.

Bond[2] found no difference in incidence of speech defects among good and poor readers.

Witty and Kopel[3] state,"Defective speech creates an emotional concomitant which may contribute to reading disability by causing self-consciousness, embarrassment, . . . an antipathy toward all reading-language situations."

Stullken[4] reported that approximately eight per cent of his cases of reading disability had pronounced speech defects.

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2/ Guy L. Bond, The Auditory and Speech Characteristics of Poor Readers, Teachers College Contributions to Education, No. 657. New York: Teachers College, Columbia University, 1935, p. 48.

3/ Paul Witty and David Kopel, "Factors Associated with the Etiology of Reading Disability," Journal of Educational Research, Vol. XXIX, February, 1936, pp. 449-459.

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Dolch[1] states:

> Speech defect is a special hindrance to reading for two reasons. First, the child with a speech defect is likely to avoid speaking and, therefore, is probably much retarded in language development. Second, the child hears language the same way he uses it, and therefore the speech defective child may not benefit from the work in word analysis and word comparison done by the class.

Betts[2] tells us that speech and reading are facets of language, speech patterns contribute to or impede the development of reading ability. When the child mispronounces words such as "jist" for "just", he is piling up learnings that interfere with rather than facilitate his learning to read. When a pupil slurs over his words and runs them together, he is likely to have difficulty in making visual discriminations during reading. If oral expression doesn't exceed words, phrases, and fragmentary sentences, then the child is hardly prepared for reading whole sentences and paragraphs. It will be seen then, that speech and reading are interrelated phases of language development. On the average, about twice as many boys suffer from speech defects as do girls. Stuttering occurs more frequently among boys than among girls. Girls, however, are more likely to lisp than are boys.

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In a study by Dolch[1] in 1945, he concluded that both in the early and later stages of reading, speech defects are a hindrance.

Social and Emotional Adjustment. Betts[2] tells us that it appears that social adjustment is positively related to success with reading activities. After summarizing several investigations on this problem, Chester C. Bennett concluded:

> There seems general agreement that children with certain types of undesirable behavior habits or personality characteristics, and children struggling with deep emotional conflicts face more than average likelihood that they will find the art of reading difficult to master. There seems equal agreement that a serious retardation in reading is quite apt to have detrimental effects upon the general development of the child's personality.

He also commented: "Even on the assumption that one problem causes another, it does not necessarily follow that successful treatment of the primary problem will resolve the secondary. Social adjustment is one of the factors in readiness for reading that the teacher can do something about."

1/ Edward W. Dolch, A Manual for Remedial Reading. Illinois: The Garrard Press, 1945, p. 71.

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Social and emotional readiness are important aspects of the child's total readiness for school and school tasks. A child's reading readiness depends upon a long chain of experiences which have contributed to his all-round development.

According to Russell and Ousley:[1]

> the socially mature child comes to school by himself, plays freely with other children in games, uses complete sentences, and takes his place in work and play with small groups of other children.
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> Superficially, such behavior may not seem closely related to readiness for reading. Actually, it is a fundamental basis for any real progress in school work. A child who is so timid that he will not attempt a task by himself, or one who insists on being the center of every group activity and the recipient of all the teacher's praise, is not ready to listen to stories and rhymes, contribute to a chart story about a common experience, discuss a picture, or participate in other reading readiness activities.

Sex Differences. The causes of the differences between boys and girls in reading achievement have not been established. Ladd[2] reported that in his study in St. Louis, in 1918, the girls proved to be superior to the boys in rate of learning reading. In comprehension, the boys were better.

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While considering reading achievement and sex differences among children brought to the Boston University Educational Clinic for study, Durrell[1] reports that boys have more difficulty in reading than do girls. The ratio of boys to girls is ten to one.

Carroll[2] studied sex differences in visual and auditory discrimination on the reading readiness level and reported girls superior to boys in visual discrimination for length of words. She also reported a tendency for girls to be better than boys in the auditory discrimination required to distinguish between sounds in words.

Murphy[3] states, that it appears that sex differences in reading achievement disappear when specific training for auditory and visual discrimination is given in beginning reading.

Betts[4] reports that boys comprise from sixty to eighty per cent of the retarded reading population. Although the problem of sex differences is not fully understood, observations and data indicate that (1) in some areas girls are

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promoted on lower standards of achievement than boys are: (2) there is a need for books (especially in the primary grades)written to challenge the interests of boys; (3) girls use reading in their play activities more than boys do; (4) there is probably a need for more men teachers in the elementary schools; and (5) on the grand average girls mature earlier than boys in certain reading clinics. Very few girls are to be found in reading clinics.

Robinson[1] says that most clinics and reports of studies agree that the majority of reading failures seem to be boys. Munroe found that 84 per cent of her failures were boys, Preston reported 72 per cent and others reported varying percentages; but there seemed to be general agreement that failure to learn to read is greater among boys than among girls. Monroe believed that certain unfavorable constitutional factors were more prevalent among boys than among girls or, as with other biological variations, that boys might be more susceptible than girls. Witty and Kopel thought that a larger percentage of boys "appears to reflect in part the slower physical maturation of schoolboys, which causes larger numbers of boys than of girls at the same chronological age not to be ready for initial reading instruction."

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Characteristics of a Balanced Reading Readiness Program.

Witty[1] stated:

> The modern teacher appreciates the fact that not all children will be ready to read at the same time. Research shows, however, that most children in a typical American community, will be able to attain some proficiency in reading simple materials during their first year in school if they are given appropriate guidance and direction. Accordingly, the first grade teacher assumes responsibility for: building up the physical condition of every child and for making sure that defects in vision or in hearing are corrected; maintaining a classroom atmosphere which will aid in the development of self-confidence and social adequacy; and providing rich and varied experiences which are essential for meaningful vocabulary and language growth.

The above-mentioned items are of primary importance since they establish the basis for effective learning. Important also are other classroom activities which help to prepare the way for reading:

Varied forms of language activity associated with children's experiences and interests.

Opportunities for children to hear and to tell stories.

Activities which enable boys and girls to enjoy rhymes, jingles, and poems.

Experiences which lead children to become interested in books.

Abundant activities in which pupils enjoy and interpret pictures.

1/ Paul Witty, "Some Characteristics of a Balanced Reading Program," Heath's Service Bulletin for Elementary Teachers, Vol. 1, January, 1946, p. 1.

Experience in dictating stories and in examining the records or charts.

Opportunities for every child to acquire a basic stock of sight words.

Exercises in auditory and visual discrimination, and in other simple skills such as the left to right movement of the eyes in following the sequential arrangement of lines and pictures.

> It is well to bear in mind that the requirements of a readiness program include: an enthusiastic, capable teacher, a friendly classroom atmosphere, wide experience for pupils, and abundant opportunities for individually suitable language expression. The child, provided with these conditions, will readily acquire a basic stock of sight words associated with concepts that have resulted from appropriate experience. Further understanding and mastery of these words will result from discussion of the content of experience charts. Varied picture materials with objects labeled or clearly identified will also aid in establishing a sight vocabulary. Mounted pictures, filmstrips, or films can be used effectively for this purpose. Discussions of stories narrated by the teacher or by the pupils will also help to build the child's vocabulary. The teacher must not lose sight of the importance of relating these words unequivocally to first-hand experience. When the child is secure in recognizing a relatively small number of words and has made suitable progress in the related activities referred to in the preceding paragraph, he should be introduced to his first pre-primer.

Murphy[1] claims that there is evidence that if the following plans are followed, children will have success in beginning reading.

Use materials in the immediate environment to teach the child to look carefully at objects and to observe

1/ Helen A. Murphy, "Insuring Success in Beginning Reading," The Journal of the National Education Association of the United States, October, 1946, p. 382.

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1/ Helen A. Murphy, "Insuring Success in Beginning Reading," The Journal of the National Education Association of the United States, October, 1946, p. 522.

likenesses and differences. Chairs in the room furnish many opportunities for observation. Difference in size between the teacher's chair and those of the children is obvious. More careful perception is needed to select immediately from a group of the children's chairs the smallest, the biggest, or middle-sized ones.

Use all of the materials in the room-clothes of the same color, children alike in size, those different in size. Johnny and Jimmy might both have red sweaters, Johnny's a bright red and Jimmy's dark red. Two jackets similar in color might fasten differently. Help the children to notice these similarities and differences.

Geometric forms may be used as an intermediate step between the materials in the environment and letters and words. In the first lesson, use three fairly simple but dissimilar forms such as a circle, a square, and a triangle. Make the first models large so that they may be used with small groups of children and so the children may handle them and find the one like the model the teacher has. If these first models differ in color as well as in shape, the child will have two helps in matching -- color and shape.

Increase the number of shapes from three to five, and decrease the size at the same time so that the five models will fit in the same space that the original three fitted in. Putting more forms in the same space adds to the difficulty in discrimination.

After this class work, give the children smaller models of similar shape to match as individual seat work materials. As the children improve in the recognition of these forms, use other models of the same color so that shape will be the only distinguishing characteristic. Introduce the thought of speed by saying, 'Let's see how fast we can put the cards that look alike together.'

Work in visual discrimination should include exercises using words and word elements if it is to transfer to the reading lesson. Begin with matching exercises of two letters which are very unlike as "a" and "y". Work toward those more similar in form as "m" and "n" or "o" and "e". Finally include work with pairs of letters which are very similar as "m" and "w", "b" and "d" or "p" and "q". The first lessons should be teaching lessons using small groups of children at the blackboard.

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Give many practices in exercises requiring visual perception in which the child always has the visual form of the letter or word he is to match. For instance, he may select the letters which are alike in a group of letters, "at", "ay". He may find words that begin alike in a list including "many", "much", "put", "make", "mother".

He may find words in a paragraph which are like the key words. In a paragraph such as the following he could find each word that said trains: "There are many kinds of trains, passenger trains, freight trains, fast trains, slow trains. Some trains have dining cars and some trains have sleeping cars. How many kinds of trains have you seen ?"

After the children have completed this exercise, the teacher should read the story to them. Careful visual perception is the first skill the child needs in learning to read, but we must be sure to continue the training to include exercises involving visual memory.

Give exercises graded in difficulty similar to those suggested involving perception, but including memory. For example, have a list of letters such as "o", "g", "t" . Expose a card with one of the letters on it for five seconds. Then have the children find the one in the group like the one on the card. This work should be done with small groups at the blackboard in the beginning and then have each child work from papers. Difference in size from the board to the paper is a new difficulty.

Auditory discrimination may be defined as the ability to recognize similarities and differences in the sounds of words and word elements. The child lacking in this ability may be taught it thru exercises graded in difficulty. Just as careful check of the child's eyes is necessary so is a check for any possible hearing defect. In the first lessons in training the child to listen, use the opportunities which occur in the daily activities within the room. Begin with differences in pitch, using wide differences at first, and work toward pairs of those which are similar.

A piano, if available, will be helpful. A game in which the teacher sings two tones and the children select the higher one, or the lower one, or can tell they are the same, may be introduced often between periods. It is well to carry the practices of selecting the higher one or lower one

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so that the child will not become accustomed to listening for the one that is higher or lower but rather for differences.

Later have the children listen to each other. Have two children repeat the same sentence and see if the others in the class can select the higher voice. This requires rather careful discrimination because the voices will be fairly similar in pitch.

Differences in loud and soft tones will be the next step. Again, begin with wide differences and work toward tones more similar in intensity. As some vehicle goes by, ask, "Which way is the truck (or car or airplane) going ?" Gradually the child will learn to recognize what is going by without the teacher's naming it and will be able to say, "A truck just went up the street."

Now is the time to introduce work with letters and words, not teaching any letters but helping the child to recognize likenesses and differences in sounds of words. In this ear training it is important that the teacher give many dictation exercises in which the child repeats the word after her before being asked to give any words for any sounds.

Dictate first words that sound alike at the beginning: "go", "give", "get", "game". Later, introduce a word that is different in a series to see if the child can detect it: "far", "fast", "run", "feet".

Charts with pictures of objects beginning with a certain letter may be used for practice. The children may help collect the pictures. In making these charts, be sure that no picture is included which might cause confusion. For example, in visiting in a first-grade classroom, I observed a class using a "c" chart. The children were taking turns finding pictures and telling the first sound. One child had found "cake" another, "candy", and then one little boy pointed to a beautiful picture of a collie and said, "I see a picture of a dog. Dog begins with "c". Few children at this level would recognize a particular kind of dog.

Be careful, too, not to introduce when working on single sounds, words beginning with a blend. We want a child to recognize that "tree" begins like "trick", and "trim" rather than like "to" or "tell." Follow the work on initial consonants with similar exercises with words beginning with two-letter blends.

Final sounds are much more difficult than beginning sounds for children. There is a difference in difficulty even in the final sounds, rhymes being easier than final consonants. Let us then have many lessons on final consonants and lead up to them gradually rather than expect children to make the transfer necessary to know that "car" ends with the same sound with which "run" begins.

Say to the children, "I'll say some words that begin like 'get'. Say them after me." Dictate slowly, emphasizing the beginning sound: "go", "get", "give", "game", "gather". Then say, "Close your eyes and listen. When you hear a word that doesn't begin like "get" clap your hands."

Dictate: "gave", "gum", "guard", "girl", "put", "gay." Notice individual children's responses. After the children have had many opportunities to listen to words dictated by the teacher, give them opportunities to give words in response to particular situations. Always supply context material for these exercises. Following work on "pl" as a beginning sound, the children might complete these sentences with words that sound like "play" at the beginning:

When we ask for something we say . . . .(please)
When the sun shines the day is ..... (pleasant)

As the children become familiar with final sounds, an exercise combining initial and final sounds is of value. The teacher dictates a word and the child gives another word that begins with the sound the teacher's ended with. For instance, if the teacher said "can" the child might say, "no". These exercises may be continued thruout the year giving the children an opportunity to write the first letter or the last letters as they learn to write.

McKee's[1] latest suggested program is composed of what may be called six instructional jobs. These without reference to their relative importance are as follows:

1. Providing training in visual discrimination
2. Providing training in auditory discrimination
3. Developing the understanding that reading matter is to be observed from left to right

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4. Providing training in listening
5. Creating a desire to learn to read
6. Constructing concepts, and developing listening vocabulary needed for beginning reading

From these investigations we learn that there are many factors that influence a child's readiness for systematic reading. These factors are many and varied, and are closely interrelated. Each factor carries some weight in predicting readiness for reading. These recent investigations stress the significance of auditory and visual discrimination in developing the skills necessary for a child to learn to read without confusion. Murphy tells us these abilities can be taught. From Durrell, Sullivan, Murphy, Junkins, McCarthy, McKee, Betts, and Monroe we learn that training in these factors prevents or corrects the two most frequent causes of confusion and failure.

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SPEECH ANALYSIS CHART (concluded)

VOICE AND SPEECH CHARACTERISTICS	Positive	Negative
		Has a foreign accent
		Omits sounds
		Substitutes sounds
		Transposes sounds
		Lisps
	Speech rhythm appropriate	Hesitates
		Stutters

Testing and Grouping the Class of First Grade Entrants

The writer thought it advisable in considering a testing program for the purpose of predicting promotion and readiness for reading to select an individual test of readiness, if time could be given to each child individually. Not finding this feasible she chose group tests showing a wide range of abilities. She thought it advisable,also, to give one or two intelligence tests as additional measures of general ability and mental maturity. Such a group of tests given at the beginning of the first grade, with the supplementary basic information regarding each child, she felt, should help to reduce the number of unsuccessful readers to a great extent, since each child would be progressing at his own rate.

On the basis of the analysis of factors which influence reading readiness mentioned earlier in this study, the writer followed the following procedure:

1. To all entering pupils an intelligence test was given to determine the mental age of each individual. Since mental maturity constitutes the most important factor in reading readiness, this test was given first. The Detroit First Grade Intelligence Test was decided upon as being the most practicable of the standardized tests to use.

2. Some aptitude tests were also given to find out the previous interests in reading, and to determine the child's ability to make visual and auditory discriminations,

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to execute finely coordinated motor adjustments, to speak correctly without any defects, and to use language with some facility.

Group tests were found to be most feasible, so the two standardized group tests to determine reading readiness that were chosen were: the Metropolitan Readiness Tests and the Monroe Reading Aptitude Test.

The Metropolitan Reading Tests were given to fourteen children at a time. As it was too long to be administered at one sitting, the time was divided into four periods.

First period.	Test I.	This test involved ability to see likenesses and differences
	Test 2.	This test measured ability to see and reproduce forms
Second period.	Tests 3 and 4	These tests measured extent and richness of vocabulary, ability to comprehend simple English sentences, attention or memory span of ideas, and range of experiences.
Third period	Test 5.	This test measured knowledge of numbers which is a sign of mental maturity.
	Test 6.	This test measured range of information.

The Monroe Reading Aptitude Tests served as a diagnostic test as well as a reading readiness test. They measure a wide range of abilities, those concerned with the mechanics of reading being:

1. Ability to see likenesses and differences in form
2. Ability to remember visual forms
3. Tendency to reversals

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4. Ocular-motor control
5. Motor speed and steadiness
6. Auditory discrimination of words and sounds
7. Ability to blend sounds
8. Auditory memory

Those concerning comprehension of reading being:

1. Attention span
2. Memory span of ideas
3. Vocabulary breadth
4. Facility in verbal ideation
5. Sentence length

Informal Tests

The teacher deemed it advisable to use some informal tests prepared by her for this particular class. The class median served as a standard and the children were divided according to rank above or below the median in each type of test. These tests were planned to determine the following:

1. Extent of home reading
2. Ability to match words
3. Ability to match letters
4. Ability to associate symbols with meanings
5. Ability to supply the missing word
6. Ability to reproduce short stories in sequence
7. Ability to recognize auditory patterns

The simple tests here given provided a fairly accurate index of readiness. The writer found these more helpful than many of the commercial group tests, so these were used to "grade" the pupils.

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1. Determining the Extent of Reading Experience in the Home

The children were asked the following questions:

a. Have you books at home ?
b. How many books have you ?
c. Do you like to look at your books ?
d. How often do you look at them ?
e. Do your parents read to you ?
f. Do you know any words ? What are they ?
g. Can you pick out words you know when I read to you ?

The teacher read aloud a few sentences from a story which the child knew, for example, "The Three Bears." She asked the child to point to "baby bear," "mother bear", etc. She then asked them to find those same words again. The children who had a rich experience at home could do this easily.

2. Determining Ability to Match Words

The teacher printed ten different words on separate cards, and a duplicate set on cards of the same size. Words such as the following were selected:

a. Large words, such as "grandfather," having a characteristic appearance which made them easy to recognize.

b. Short words, such as h o p, having a definitely characteristic shape.

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All cards were laid on a table in mixed arrangement. The child was asked to put together the words that looked just alike. Since the reading process depends to a large extent on the ability to see similarity in words, this test was a fair index of his matching ability.

3. Determining Ability to Match Letters

The writer found that there was a high correlation between the power to match letters during the first weeks in the first grade and their acquired ability to read at the end of twelve weeks. It was found that the relative difficulty of matching the letters was :

Group 1. b, p, q, d (most difficult)

Group 2. r, h, f, i, j, n, u (next in order of difficulty)

Group 3. e, v, x, y, k, t, z, l (next in order of difficulty)

Group 4. a, c, w, o, m, s, g (next in order of difficulty)

Cards were prepared as above for matching words and a few letters from each group were chosen for drill, namely, b, d, f, n, e, y, and w.

4. Determining Ability to Associate Symbols with Meanings

The teacher cut from magazines pictures representing five common nouns and five common verbs. The nouns were: dog, boy, cow, bird, woman. The pictures representing verbs were: <u>a horse running</u>, <u>a bird flying</u>, <u>a hen eating</u>, <u>a man walking</u>, <u>a girl playing</u>.

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A dog	A horse running
A boy	A bird flying
A cow	A hen eating
A bird	A man walking
A woman	A girl playing

The pictures were laid upon the desk and the cards were held by the teacher. The one with the word dog she said she was placing under the word dog. "The next word is boy. You place it where it belongs." She continues until the pupil had been given a trial in associating all the words with the correct pictures.

5. Determining Ability to Supply Missing Words

The teacher used ten very simple sentences, omitting a certain word from each as:

We play ------ at recess. (games)

When we hear music we like to ----- (sing)

Mary and Anna played with their ------ (dolls)

John tripped and ------ himself. (hurt)

John and Jane played ------- in the yard. (ball)

The teacher read each sentence leaving out the missing words. Then she asked the child what the word might be. This ability to anticipate the next word is necessary for fluent reading.

6. Determining the Ability to Reproduce Short Stories in Sequence

The teacher told the story in which things happened in a definite sequence. The child was asked to retell the story.

A dog	A horse running
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Alice and Jane were little girls who lived in the city. A kind neighbor invited them to take a ride in the country. They saw horses and cows grazing in the fields. They saw men loading hay on a wagon. They had ice cream and cake. Then they went home. They had a very happy time.

Reproducing a short story like this indicates the child's ability to follow through the events of a story in sequence.

7. Auditory Discrimination

a. I'll say some words that sound alike at the beginning. When you hear a word that begins with a different sound, you may clap your hands. Now close your eyes and listen.

said see sent little sister

b. Let's listen again.

run rabbit robin roll jump

c. I'm going to say some words that sound alike at the end. Listen carefully. Clap your hands when you hear a word with a different sound.

ball call full fall tall

d. Let's listen again.

cake sake lake run take

e. Tell me the first sound in these words:

chair chum chicken chain

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bell call fall fell tall

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Scoring Informal Tests.

Test 1. Two points were given for this ability.
Test 2. A score of one for correct matching of each pair.
Test 3. A score of one point was given for each matching pair.
Test 4. A score of one point was given for each correct response.
Test 5. A score of one point was given for each correct answer.
Test 6. A score of ten was given for correct response. The teacher evaluates the response.
Test 7. A score of one point was given for each correct response.

A complete chart containing the scores of each child may be found under "Results of Tests."

3. Each child was rated on the adequacy of his social adjustment, his attentional control, his interest and enthusiasm, his emotional control, and other attitudes as shown on his individual chart. Physical defects were carefully observed, and pupils with disabilities were referred to a physician, school or family, for treatment.

4. Before a decision concerning placement was made, the teacher gathered together all available information concerning the child which might help directly or indirectly, in placing the individual in the right group. Such information was organized under the following headings:

a. Mental test data
b. Readiness test data
c. Vision data
d. Hearing test data
e. Laterality test data
f. Other test data
g. Other psychological data
h. Home background data
i. Personal data

Grouping.

After the above studies were made, evidence showed six significant types of pupils.

a. Those who had made some progress in learning to read.

Scoring Informal Tests.

Test 1. Two points were given for this ability.
Test 2. A score of one for correct matching of each pair.
Test 3. A score of one point was given for each matching pair.
Test 4. A score of one point was given for each correct response.
Test 5. A score of one point was given for each correct answer.
Test 6. A score of ten was given for correct response. The teacher evaluates the response.
Test 7. A score of one point was given for each correct response.

A complete chart containing the scores of each child may be found under "Results of Tests."

3. Each child was rated on the adequacy of his social adjustment, his attentional control, his interest and enthusiasm, his emotional control, and other attitudes as shown on his individual chart. Physical defects were carefully observed, and pupils with disabilities were referred to a physician, school or family, for treatment.

4. Before a decision concerning placement was made, the teacher gathered together all available information concerning the child which might help directly or indirectly in placing the individual in the right group. Such information was organized under the following headings:

a. Mental test data
b. Readiness test data
c. Vision data
d. Hearing test data
e. Laterality test data
f. Other test data
g. Other psychological data
h. Some background data
i. Personal data

Grouping.

After the above studies were made, evidence showed six significant types of pupils.

a. Those who had made some progress in learning to read.

b. Those who were just ready for reading, including pupils of different levels of capacity
c. Those of normal mentality who were not quite ready for reading because of poor auditory or visual discrimination.
d. Those who were retarded mentally to a more or less degree.
e. Those who were unable to speak English.
f. Repeaters

As it would be impossible to carry out a plan for six groups, a second grouping was made from the information gleaned from the above.

a. The children that showed readiness for reading; those whose mental ages were over six years, whose aptitudes were above average in most of the tests, those who were free from physical defects, and those who were socially and emotionally well adjusted. This was the "ready-to-read" group.

b. The children who were less than six years old mentally and below average in most of the aptitude tests. These deficiencies being such as could be corrected so that they could reach a higher stage of mental maturity were placed in the <u>reading readiness group</u>.

c. The children who were over six years of age, but possessed some handicaps, such as visual, speech or hearing defects. The children who had mental ages of less than six years, but good aptitudes for reading. This group was known as the <u>special case group</u>, as they seemed to fit better into a group where the methods were highly individualized than in the ready-to-read group where the mental immaturity was easily noted by others in the class.

The grouping of children for reading readiness was kept flexible at all times. Many children moved to a higher group as they showed progress. Others profited by remaining a longer period of time in the reading readiness group. Each child, however, advanced at his own rate.

b. Those who were just ready for reading, including pupils of different levels of capacity
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CHAPTER III

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The purpose of the study was to design a program for the pre-reading period to fit the needs of the writer's twenty-eight first grade pupils.

From research she learned that the program must be concerned with the study of the whole child and with his total reaction as a personality to the school situation. Since the program must be built around the child, the writer gathered all information possible about her first grade entrants. The information was drawn from the following sources: teacher observation, school records, conferences with parents, conferences with children, and results of formal and informal tests.

About October first, the Detroit Beginning First-Grade Intelligence Test (Revised), the Metropolitan Readiness Tests, and the Monroe Reading Aptitude Tests (Primary Form), were given. The results of these tests, coupled with the teacher's observation and informal test scores, formed the basis for grouping the children temporarily into three groups as further explained on page 70 of this study. Seventeen of the children rated low. Eleven of the seventeen had a mental age of less than six years. Many of the pupils

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showed little understanding of the left to right movement essential to reading, and an even greater number showed lack of power in visual and auditory discrimination.

To help her pupils develop readiness for reading, the writer planned to carry on instructional activities by means of which the pupils could acquire the understandings, skills, and attitudes essential to success in beginning reading.

From information gleaned through research, the following instructional jobs were selected and developed:

1. Providing training in auditory discrimination
2. Providing training in visual discrimination and visual memory
3. Providing pupils with real, varied, and rich experiences essential to the getting of meaning from material to be read.
4. Providing training in language development
    a. Training in the use of simple English
    b. Developing a meaningful vocabulary
    c. Training in accurate enunciation and pronunciation
    d. Training in the ability to keep a series of ideas in mind in the proper sequence
    e. Developing a desire to read.

In developing the instructional program, the writer used the lessons found in Building Word Power by Donald D. Durrell and Helen Blair Sullivan. The pupils' workbooks,

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"Ready to Read", "We Meet New Friends", and "Friends of Ours", by the same authors, provided special training in auditory and visual discrimination and enlarged upon language, kinaesthetic, and other readiness abilities.

When a child indicated evidences of sufficient growth in the abilities needed for success in beginning reading, instruction in book work was started.

Throughout the reading readiness period, informal tests were given.

At the close of the school year, the Metropolitan Achievement Test, (Form R) was used. The results of the reading tests in this battery are tabulated on the class summary chart.

The pages that follow present in detail the actual procedure that was followed in preparing a reading readiness program for grade one.

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PLANNING THE PROGRAM

Information Needed by Writer before Program Could be Prepared.

1. A clear understanding of the term reading readiness and all that the expression implies.

   a. The Meaning of Reading Readiness
   b. The Determining Factors of Reading Readiness
   c. Five readiness procedures

2. Study of "whole child" obtained from various sources

   a. Teacher observation
   b. School records
   c. Conferences with parents
   d. Conferences with children
   e. Results of formal tests
   f. Results of informal tests
   g. Personality development
   h. Pupil rating scale
   i. Speech analysis chart

3. Testing and Grouping the Class

   a. Detroit Intelligence Test
   b. The Metropolitan Reading Readiness Test
   c. The Monroe Reading Aptitude Tests
   d. Informal Tests

4. The Experience Chart

   a. The purposes of the chart
   b. Necessary requirements of the experience chart
   c. Types of experience charts
   d. Values of the experience chart
   e. Procedure followed in developing the experience charts
   f. Mechanical make-up of charts
   g. Teaching procedure used with charts
   h. Techniques of chart building

5. Definite Work of the Teacher during the Preparatory Period

   a. Providing training in auditory discrimination
   b. Providing training in visual discrimination and visual memory

TRAINING THE PROGRAM

Information Needed by Writer before Program Could be Prepared.

1. A clear understanding of the term reading readiness and all that the expression implies.

   a. The Meaning of Reading Readiness
   b. The Determining Factors of Reading Readiness
   c. Give readiness procedures

2. Study of "whole child" obtained from various sources

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   b. School records
   c. Conferences with parents
   d. Conferences with children
   e. Results of formal tests
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   c. Providing pupils with real, varied, and rich experiences essential to the getting of meaning from material to be read

   d. Providing training in language development
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6. Initiating the Program - Creating the Proper Atmosphere

7. The Daily Program

8. Evaluating Pupils' Growth in Reading

9. When Should We Say a Child is Ready for Book Work ?

10. Transition Steps to Book Reading.

<u>The Meaning of Reading Readiness.</u> From research the writer has gathered that reading readiness is a stage in a child's growth and development, and is a term commonly used to denote a general mental, physical, and emotional preparedness for reading activities.

Others have defined it as readiness of the child for instruction in reading.

Still others term it as the status of the child indicating his need for an organized plan in helping him to make progress in learning to read.

Another definition has been given as the readiness of the child to engage in the reading act. It recognizes the fact that preceding the reading act and leading to it are a series of "readinesses" or "arrivals" which are a period in the child's development.

E. (continued)

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a. Which indicate his need for progressively more and more reading experiences in a richer and richer environment

b. When he manifests signs of behavior that indicate the development of attitudes and other elements necessary for learning to read.

According to Dr. Helen Murphy, reading readiness is defined as the development of skills necessary so that the child may learn to read without confusion.[1]

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The Determining Factors of Reading Readiness.

A. Background of experiences

Through his experiences the child should have gained knowledge, habits, skills, attitudes, and appreciations that form a background from which he draws meaning for this new experience of reading.

B. Reading Readiness Skills

1. Visual Discrimination
2. Auditory Discrimination
3. Visual Memory
4. Development of Comprehension
5. Kinaesthetic Abilities

C. Physical Conditions

1. Good health
2. Adequate vision
3. Good hearing
4. Good coordination
5. No organic defects
6. Appropriate health habits
7. Speech

D. Emotional Factors

1. Stability
2. Responsiveness
3. Attitudes

(Effect of inferiority feelings, fear of failure, lack of interests, undue shyness,

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D. Emotional Factors (continued)

3. (cont.)

handicap child in his learning to read).

E. Social Adjustments

1. Free and easy expression and interchange of ideas
2. Cooperation with another child and with the group
3. Respect for the rights of others
4. Appreciation of the ability and work of others
5. Growing self-respect and control
6. Real enjoyment of work and play
7. Necessary attention, concentration and purpose.

Experience and research have shown that no one mental age is a guarantee of success in beginning reading. In the past, investigators felt that a child should have a mental age of six or six and a half years before beginning formal work. Davidson[1] reports success in teaching reading to children of four years of age. Monroe's[2] findings show that a mental age of six does not guarantee success in beginning reading.

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2/ Marion Monroe, Children Who Cannot Read. University of Chicago Press, Chicago, 1932.

D. Motional factors (continued)

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Sufficient maturity physically, mentally, and socially, a background which enables a child to understand what he reads, and a reasonable command of the English language also contribute to progress at this time.

Specific skills. The writer realized that a teacher of beginning reading should approach it as a meaningful process closely related to the child's experiences. To do this she kept in mind the following specific skills which, according to Sullivan,[2] are the special functions of the reading readiness program in grade one.

Visual Discrimination

1. Ability to note similarity in objects, signs, words, etc.
2. Ability to note differences in size of objects which are similar
3. Ability to note differences in detail in similar objects
4. Ability to note difference in orientation
5. Ability to note similarities in words
6. Ability to match objects with a picture
7. Ability to match letters with a printed letter

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Auditory Discrimination

1. Ability to note differences in sound - pitch
2. Ability to hear rhyming words
3. Ability to hear words which do not rhyme with a named word
4. Ability to hear which word begins with a different letter
5. Ability to say the words in a group which begin with the same letter
6. Ability to supply rhyming words
7. Ability to interpret language through sound as in choric speaking, dramatization and singing

Visual Memory

1. Ability to recognize the colors of the spectrum
2. Visual memory of objects. Ability to find an object flashed from several in a group (on paper). Simple discrimination to the more confusing.
3. Ability to find a letter from memory of a flashed card
4. Ability to reproduce a simple geometric figure from memory
5. Ability to find a two or three letter word from memory of a flash card
6. Ability to reproduce two or three simple geometric figures from memory; (much more difficult than 4).

Development of Comprehension

1. Ability to remember the names of and be able to point out objects common to young children
2. Ability to gather, use, and understand new words learned through new daily experiences
3. Ability to arrange a picture story with events in correct sequence
4. Ability to re-tell the story at some later time with the events in correct sequence
5. Ability to answer questions about a story which has been read
6. Ability to re-tell in simple words, supplying main details, a story which has been read aloud.
7. Ability to come before the class and tell about some personal experience so the group may enjoy it.

Kinaesthetic Abilities

1. Ability to crayon larger objects and stay inside the lines

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Kinaesthetic Abilities

1. Ability to arrange larger objects and stay inside the lines

Kinaesthetic Abilities (continued)

2. Ability to express experiences with paint or crayon
3. Ability to trace objects by following dotted lines
4. Ability to interpret language materials through body motion as dramatization or dancing, skipping, and hopping
5. Ability to put together simple puzzles.

Other Kinds of Readiness. The teacher realized that quality and quantity of achievement depended upon the child's physical readiness. Included in considerable numbers are those with meager physical development; muscular incoordination; impaired or failing sense organs; defective speech; abnormally low disease-resisting powers; general physical immaturity; infected teeth; and neglected tonsils and adenoids. The typical healthy child has bright eyes, rosy cheeks, glossy hair, and clean teeth. A normal child is motivated by needs, urges and drives which demand action, satisfaction. Schools must challenge self-activity through planned learning situations which conform with this principle. The primary role of the teacher is that of arousing needs, providing opportunities and materials for meeting them, stimulating activities and helping with analysis of difficulties.

The writer was ever conscious of the range of individual differences in emotional security. We have the child who cannot leave home and mother without reflecting his insecurity, and, on the other hand, the child who leaves mother and home willingly, even enthusiastically.

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The timid or shy children need more of the teacher's consideration than the aggressive. These timid children have developed a mask in order to protect themselves from unsympathetic adults, but underneath this mask emotions are turbulent. They need an opportunity to succeed in individual work and inconspicuous approval should be given on the basis of the work rather than on personal qualities. Some children make adjustments easily; for others the essential transition is difficult and often accompanied by dislocations. The bully, show-off, selfish, sensitive, dishonest, timid, evasive, insecure appear. The teacher must be constantly on the alert for these developments and patiently and persistently guide and stimulate.

The writer worked untiringly for gains in linguistic development of the kind needed, by teaching daily lessons planned to promote growth in oral language. She followed a scientifically organized program of oral language which provided for the necessary types of language development. The actual talking time per pupil was increased. Opportunities were provided for first grade pupils to talk extensively with older children and adults. The teacher supplemented the oral program with simple written work.

Pupils must see a purpose for reading in order to cultivate interest readiness. This may be acquired by starting with known interests of pupils at their reading level.

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Many ways were found of developing correct perceptual readiness. Demonstration by the teacher of correct eye-direction; alphabetizing material for a definite practical purpose; writing, printing, and typing for definite and practical purposes; and certain games and special exercises were found to be beneficial in developing correct eye-direction. According to research, eighty per cent of six-year-old children are normally far-sighted. A tendency to confuse symbols is typical.

Five readiness procedures. In the development of a reading program the readiness of every pupil at each progressive stage must be diagnosed and, if found wanting, must be supplied. At every level, the teacher found these five readiness procedures helpful:

1. Make sure that the children have a basis of reading habits and skills as a foundation for the activities required in the reading task.
2. Stimulate interest in what is to follow by relating it to other pupil experiences or appealing to the child's curiosity.
3. Build a background of concepts or key ideas that are related to or occur in the reading materials.
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4. Provide a mental set for the material to be read, particularly in terms of the author's mood or purpose.

5. Help to develop a systematic attack by making the pupils conscious of the purpose for which they will read.

A program designed to determine readiness for reading must be concerned primarily with the study of the whole child and with his total reaction as a personality to the school situation. Since the program must be built around the child, the writer attempted to obtain as economically and expeditiously as possible all known facts about each first grade entrant.

These facts were entered as far as possible on the reading readiness summary chart and on other charts in this study.

Emmett A. Betts,[1] Research Professor and Director of Reading Clinic, Pennsylvania State College, Pennsylvania, has stated:

> The first part of any workable program should deal with the problem involved, or understanding the child before teaching him. The second part of the program should deal with developmental activities in terms of individual needs. Every effort should be made to show how the philosophy that teaching is guidance based upon a thorough-going analysis of pupil needs can be put into actual practice.

Following the suggestions made by Betts, the writer recorded in the first part of this experiment her attempts

1/ Emmett A. Betts, The Initial Stages of Reading Readiness. Evanston, Illinois: Row, Peterson & Company, 1939, p. 28.

6. Help to develop a systematic attack by making the pupils conscious of the purpose for which they will read.

A program designed to determine readiness for reading must be concerned primarily with the study of the whole child and with his total reaction as a personality to the school situation. Since the program must be built around the child, the writer attempted to obtain as economically and expeditiously as possible all known facts about each first grade entrant.

These facts were entered as far as possible on the reading readiness summary chart and on other charts in this study.

Emmett A. Betts, Research Professor and Director of Reading Clinic, Pennsylvania State College, Pennsylvania, has stated:

> The first part of any workable program should deal with the problem involved, or understanding the child before teaching him. The second part of the program should deal with developmental activities in terms of individual needs. Every effort should be made to show how the philosophy that teaching is guidance based upon a thorough-going analysis of pupil needs can be put into actual practice.

Following the suggestions made by Betts, the writer recorded in the first part of this experiment her attempts

1/ Emmett A. Betts, The Initial Stage of Reading Readiness. Evanston, Illinois: Row, Peterson & Company, 1936, p. 22.

to understand the "whole child," and the last part of the study covers the teacher's work in determining the reading readiness of each child in her class.

As readiness concerns the whole child, the concept of readiness must permeate the total Grade One program. All school experiences contribute to reading readiness.

Reading readiness programs differ. Most six-year-olds are reasonably well prepared for reading in the early months of the first grade, if they have attended a kindergarten, having normal I.Q. and no special handicaps.

From a class of twenty-eight in this study, sixteen pupils rated low in the Detroit First Grade Intelligence Test, the Metropolitan Readiness Test, the Monroe Reading Aptitude Test, Informal Tests, and teacher's judgment. Ten of these children also had a mental age of less than six years. Many of these pupils showed lack of power in visual and auditory discrimination. Others showed little understanding of the left to right movement essential to reading. It was for this last group that this particular study was prepared.

In the writer's opinion, the following data were necessary as a basis for preparing her reading readiness program:

1. Sufficient appropriate instructional material to provide an environment fostering the reading readiness program, said materials organized and coordinated in such a way as to insure that pupils would

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1. (continued)

not develop on a hit or miss basis.

2. Exact information about the administrative policy of the school.

3. A definite pattern of the reading program comprehended by an understanding teacher who has faith in the plan.

4. A knowledge of sufficient resources in terms of pupils' background and community opportunities.

5. A file of pupils' previous school records continually available for survey.

6. Knowledge of personal services, such as the library bureau, the special teacher, the doctor, the nurse, the psychologists, and special services for the distribution of materials that aid in contributing toward the reading readiness program.

7. (continued)

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Elements that constitute a Good Program. The justification of a comprehensive reading readiness program now rests upon a firm foundation of research. Such a program is being used in most progressive American schools today. The results of investigations and competent opinions both present the following general requirements for a satisfactory reading readiness program:

1. The program should include a careful diagnosis and evaluation of various abilities, interests, and limitations which have been found to be related to success in learning to read.
2. The diagnosis and appraisal should reveal individual needs during the reading readiness activities and also during the pre-reading and primary periods in learning to read.
3. The program should be sufficiently flexible to meet the needs of the wide range of individual differences during the first year.
4. The program should be rich, challenging, and childlike enough to awaken the children's enthusiasm in it and aid in promoting all aspects of child development.
5. The program should provide material for the development of the particular interests, informations, and skills which comprise reading readiness, that is, the wherewithal insuring success and satisfaction

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5. (continued)

in learning to read.[1]

Basic Information about Each Child Drawn from Many Sources

1. Teacher observation

   a. Ability to note similarities in objects, signs, and words

   b. Ability to note differences in sound and pitch

   c. Ability to talk without confusion of sounds of words

   d. Ability to hear rhyming words

   e. Ability to speak distinctly in sentences and to follow simple directions

   f. Ability to observe reading matter consistently from left to right

   g. Use of large muscles in hopping, skipping, jumping, and marching

   h. Ability to make fine coordinations in cutting and folding, in copying forms, letters, numbers

   i. Participation in various methods of expression such as art, dramatics, music, and construction

   j. Personal independence of child with respect to dressing, attending to toilet needs, caring for

1/ Adapted from Gates, Arthur I., "The Prereading and Reading Readiness Program," The National Elementary Principal, Twentieth Yearbook, Vol. XX, p. 386, 1941.

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j. (continued)

personal possessions

k. Adjustment to classroom situation as shown in co-operation, leadership, and in acceptance or rejection of other children

l. Emotional stability and symptoms of nervous disorders.

2. School records

a. Facts about home background and personal characteristics as recorded on school record blanks, health cards, personal record cards, etc.

b. Records of pre-nursery and kindergarten teachers

3. Conferences with parents

a. Child's status in home and neighborhood

b. Child's reaction to school life as seen through the eyes of parents

4. Conferences with children

a. Informal talks with children in which further insight is gained into their interests, attitudes, and feelings toward others in home and school; their choices, wishes, and sense of values; their methods of reasoning

5. Results of formal tests

a. A mental age and intelligence quotient as determined by an intelligence test

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b. A total score in a reading readiness test

c. Scores on subtests measuring ability to understand concepts, understand stories read, matching similar words, etc.

6. Results of informal tests prepared for individual children.

Personality Development

The following is a suggested list of objectives for evaluating the child which may be used by parents and teacher. This will assist the teacher in"knowing the whole child" early in the year. When a certain habit is being stressed in the classroom, it is beneficial to have the same habit stressed in the home. A copy of the item is sent to the parent with the accompanying letter.

Objectives:

Accepts responsibility

Does he dress himself ?

Does he put away his things ? (clothing, toys, etc.)

Growth in desire to be well and strong

Does he wash himself without being told ?

Does he eat food he needs without complaining ?

Does he go to bed on time willingly ?

Boston University
School of Education
Library

5. (continued)

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Growth in desire to work and play in a friendly way with others

Does he refrain from interrupting while others are talking ?

Is he a good loser ?

Does he share with others willingly ?

Growth in desire to cooperate with others willingly

Does he cooperate with other members of the family ?

Does he do his part in performing any home duties assigned ?

Growth in understanding of human relationships

Is he friendly to all ?

Does he get along with his brothers and sisters ?

Growth in desire to respect authority

Does he obey his mother and father ?

Does he remember the safety rules and cross the street at the right place ?

Growth in desire to be tolerant

Is he kind to others ?

Is he kind to animals ?

Does he wait patiently for his turn ?

Growth in ability to maintain physical and mental health

Is he a cheerful and happy child ?

Does he refrain from finding fault all the time ?

Is he willing to attempt new tasks ?

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Growth in self-control

Does he refrain from disturbing other members of the family ?

Does he get along with other children ?

Growth in ability to conform to social standards

Is he considerate of others in the family ?

Is he careful of the neighbors' property ?

Is he growing in the power of doing things for himself ?

Sample Letter

A letter of this type asking cooperation of the home in gathering data about each individual child and suggesting ways of assisting in developing the child will be useful in helping the child to form the right habits while he is still in the plastic stage. Accompanying the letter is a copy of the traits to be emphasized.

..... School,
.....October 1,
1948

Dear Parents;

We know your child's progress is of great importance to you. We all want him to be happy and confident, to get along with others, and to be able to solve his own problems.

Growth in citizenship and personality traits is just as necessary as improvement in reading, writing, and other subjects. This year we are stressing certain habits which should help him to grow in personality. We are sending you a copy of these traits. From time to time we shall notify you as to which particular habit we are stressing. We should appreciate your help in developing the same habits at home. Will you please cooperate with us in this undertaking ? Your help will be of great value.

Yours sincerely,

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Pupil Rating Scale for Marking Schoolroom Attitudes

A rating scale emphasizing schoolroom attitudes and skills was begun during the first or second week. Marks were recorded in blue ink for first rating, in black ink for second rating, and in red ink for final rating. This scale showed the growth of each child in schoolroom attitudes and activities. These ratings were given at the end of the second, sixth, and tenth weeks of the term.

This scale was adapted from a rating sheet prepared by W.W. Wright of Indiana University, and was intended to use as Step I in answer to the problem: How well can success in reading of beginning first grade pupils be predicted by easily used measures, if such measures are taken within the first weeks of the school term ?

The ratings are shown later in this study.

Pupil Rating Scale

Name . . . . . Date . . . . . .

Mental Skills

Excellent	Very Poor
Auditory discrimination in word elements	Unable to hear the basic sounds in words
Visual discrimination of differences between words	Confuses words and letters that look somewhat alike
Attaches meaning to words	Fails to attach meaning to words
Shows interest in telling stories	No interest in stories and pictures
Shows interest in being told stories, and in being read to	Poor oral vocabulary
Shows marked reading vocabulary	Uses baby talk Speech defects
Is curious about labels, directions, signs Sees connection between print and meaning	

Ability to Learn

Excellent	Very Poor
Is bright Is quick and accurate	Is dull Is very slow

Personal Characteristics

Excellent	Very Poor
Gives sustained attention Is an independent worker Has imagination and initiative Is tenacious and industrious	Inattentive and lazy Must be helped constantly Must always be directed

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Social Adjustment

Excellent	Very Poor
Works well with group	Unable to take part in room activities
At ease with teacher and group	Timid and self-conscious
Plays well with pupils	Does not play on playground
Is unusually mature	Very immature

Emotional Stability

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Is steady and cheerful	Is easily upset
Enjoys school	Cannot sit still Is bored or afraid Is stubborn and sulky

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READING READINESS SUMMARY CHART

Name . . . . . .Chron.Age . . . Date of Birth.....
Grade . . . . . Sex ..... Kgtn....Date.....
1st Gr...Date.....
School . . . . . City..... State.....
Street Address . . . . . City ..... State.....

Date of school entrance . . . . . .Attendance to date

Kgtn . . . . . Dates
Grade I . . . . . Dates

Parent or guardian . . . . . .
Language spoken in home . . . . . .

Physical Data

Vision . . . . . .Date . . . .
Visual acuity . . . . . .Date . . . .
Defects noted . . . . . .Date . . . .

Follow-up work, corrections, etc. . . . . .
.....
Hearing . . . . . .Date . . .

Speech . . . . . .
(See Speech Analysis Chart ....Appendix)

a. Nose, throat, and mouth conditions such as adenoids, tonsils, organs of speech
b. Articulation
c. Other defects

General health . . . . . .

Eye dominance . . . . . .

Mental Data

Group Tests	Date	Form	Score	Rating	M.A.

Individual Test I.Q.

Remarks regarding abilities and inabilities

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Name . . . . . Chron.Age . . . Date of Birth.....
Grade . . . . . Sex ..... Kgtn....Date.....
Last Gr...Date.....
School . . . . . City..... State.....
Street Address . . . . . City ..... State.....

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Remarks regarding abilities and inabilities

Teacher Opinion

1. Attention span Long --------Short------Erratic-----
2. Ability to notice (hear) the basic sounds in words--------
3. Ability to notice (see) differences in words and differences in letters which look somewhat alike ----------
4. Ability to use previous experience----------

Language ability: vocabulary----------

Language ability: sentence sense----------

Oral expression : Foreign language spoken in home

Careless speech

Other handicaps:

Does not distinguish left from right

Unable to tell story in sequence

Finds it difficult to note likenesses and differences in form

Shows no interest in signs, labels, etc.

Other personal data

Emotional stability

Work habits

Social adjustment (to other children, to life)

Experience background favorable to reading

Behavior and personality difficulties

Personal handicaps:

Shy (due to lack of social contacts)

Timid (the withdrawing type)

Fearful

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Timid (the withdrawing type)

Fearful

Personal handicaps (concluded)

Lacks confidence

The worrying type

Passive

Inattentive

SPEECH ANALYSIS CHART [1]

	Positive	Negative
GENERAL		
SPEECH	Direct	Indirect
ATTITUDES	Relaxed	Tense
	Easily erect	Poor posture
	Converses easily	Talks too much
	At ease	Timid
	Enunciation good	Enunciation faulty
VOICE	Positive	Negative
AND	Can be heard	Speaks too softly
SPEECH		
		Speaks too loudly
CHARACTERISTICS	Pitch appropriate	Pitch too high
	Pleasant quality	Nasal voice
		Denasal voice
		Husky or hoarse
		Flat
	Speech rate good	Speaks too fast
		Speaks too slowly
	Can be easily understood	Speaks indistinctly

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Teacher's judgment based upon her observations of skills acquired through auditory and visual discrimination exercises coupled with results of readiness and intelligence tests aided in placing pupils in their proper groups.

Experience Charts. As the experience chart is so important in the first stages of the reading situation, this section has been explained in detail by the writer.

Reading readiness programs differ. Some give emphasis to teaching skill as compared with others which stress background of experience and mental growth. In schools where large classes (about thirty pupils) are to be found, it is practical to have the entire class work as a unit until such time as the groups have learned techniques of working independently. The writer planned to postpone the grouping of pupils until later in the study and to concentrate on a common preparatory program. This short postponement of organized reading for the "ready" group will not be a waste of time, if the alternative is a rich experience program. The disadvantages will be more than compensated for by the advantages for the rest of the class, who will have been relieved of the damaging effects of being forced to undertake organized book reading before they are ready for it.

The experience chart seems to meet the needs for the pre-book stage of reading, capitalizing the background of experience and enriching it.

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The Experience Chart

When the child indicates a readiness for the reading of the printed symbols, experience charts are introduced. To have some of his early experiences transformed into meaningful, readable characters is a real adventure to the child, interesting and even exciting. It introduces him to the idea that printed symbols stand for lively, curiosity-arousing activities. When personal experiences of the child are translated into printed symbols by the children themselves, there must be necessarily high correlation between symbols and meaning. The thought that symbols in proper arrangement carry meanings is and should be of paramount importance in any reading situation. As time goes on, there is a gradual realization that the chart (and later the books) will give meanings to the child.

The experience chart thus serves as a measuring stick to determine the readiness (interest, desire, ability) for the reading of the printed page.

1. The purposes of the chart are:
    a. To record an experience
    b. To arouse a desire to learn to read
    c. To help children to understand the relationship between the printed symbol and the concept
    d. To enrich the child's speaking vocabulary

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e. To build a reading vocabulary

f. To help the child acquire a sentence sense

g. To develop in the child the ability to express himself

h. To help the child to acquire good speech habits

i. To establish good reading habits

1. Left to right eye movements

2. Reading from top to bottom

3. Going from end of one sentence to beginning of next

4. Sentence and word recognition

5. Left page to right page (when charts are put into book form).

2. Necessary requirements of the experience chart

a. Based upon and chosen from the child's own experiences

b. Vital, as dramatic, as interesting, and as full of "story" (action, plot, humor) as reading at any other level

c. Narrative rather than expository

d. Attractive in make-up

Colorful in pictures

Correct margins

Clear, uniform printing

Even spacing

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e. Sentences short, one line in length

f. Vocabulary controlled in amount

g. Vocabulary given repetition

h. Vocabulary chosen with respect to first pre-primer to be used

3. Types of experience charts

a. Narrative

An account of some group or individual experience (either planned or spontaneous)

A record of class rules (said rules made by the class and to be observed by the children)

Diary charts (doings of the day)

Charts which tell stories

Something related to a particular celebration

b. The news bulletin type

The classroom had a form of bulletin board on which material was posted. It became a valuable means of acquainting the children with the fact that symbols have meaning. Material posted was timely and closely related to the activities of the school. The materials used were:

a. Pictures accompanied by meaningful sentences

b. News items brought in by pupils who were called "reporters"

e. Sentences short, one line in length

f. Vocabulary controlled in amount

g. Vocabulary given repetition

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3. Types of experience charts

a. Narrative

An account of some group or individual experience (either planned or spontaneous)

A record of class rules (said rules made by the class and to be observed by the children)

Diary charts (doings of the day)

Charts which tell stories

Something related to a particular celebration

b. The news bulletin type

The classroom had a form of bulletin board on which material was posted. It became a valuable means of acquainting the children with the fact that symbols have meaning. Material posted was timely and closely related to the activities of the school. The materials used were:

a. Pictures accompanied by meaningful sentences

b. News items brought in by pupils who were called "reporters"

c. Stories based on children's interests

d. A list of room duties of different pupils

e. Plans for the day

f. Notices of future events

g. Creative contributions of the children

c. The weekly newspaper

The paper to be given a name selected by the pupils

Our Weekly News

Our Grade One Weekly Paper

Room 2 News of the Week

On Friday children may make a newspaper recording of the happenings of the week.

Our Weekly Reporter

Room 2 Date

Our sunflower plants died.
Our bean plants are growing.
Dr. Brown came to see us.
We went to see the dentist Monday.
We received some new books yesterday.

4. Values of the experience chart

a. It develops perceptual readiness by comparing one line with another and the noticing of individual words.

b. It records the child's own personal experience and ideas

c. It encourages oral expression

d. It provides interesting reading material for

c. Stories based on children's interests

d. A list of room duties of different pupils

e. Plans for the day

f. Notices of future events

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a. It develops perceptual readiness by comparing one line with another and the matching of individual words.

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d. It provides interesting reading material for

d. (continued)

the child as children like to read about their own doings.

e. It is written in the children's own language

f. It furnishes "key" words

g. It builds a simple reading vocabulary which has meaning for the child

h. It prepares for the vocabulary of the early readers

i. It provides much necessary repetition of the vocabulary

5. Procedure followed in developing the experience charts

a. After a group experience, the children engaged in free discussion to guide the development of a composition which has unity and interest, is simple in form and included the necessary vocabulary.

b. The first draft of the chart was printed on the blackboard as the children composed it. The story was then copied on oak tag. Two copies were made, one of which was cut up and used for practice purposes, and the other retained as a reading chart.

5. (continued)

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6. Procedure followed in developing the experience charts

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6. Mechanical make-up of charts

   a. Letters large, black, distinct, well-spaced

   b. A space left of about one inch between words, and at least two inches between lines

   c. Sentences short, and printed at least three inches apart

   d. Good margins at each side, and plenty of space at top and bottom

7. Teaching procedure used with charts

   a. Reading of chart by teacher

   b. Reading of chart by pupils

   c. Locating and reading individual sentences

   d. Finding individual phrases and words

   e. Drilling in order to fix vocabulary

   f. Developing new stories making use of a similar vocabulary

   g. The content of the first two or three units of the pre-primer was taught by the use of charts. The ability of the child to read several pages of his first book gave him confidence which was an excellent foundation for success. The time spent on this reading was determined by the maturity of the children.

8. Techniques of chart-building

   a. Experience charts should be used only with the class that has had the experience and recorded it.

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8. Techniques of chart-building

a. Experience charts should be used only with the class that has had the experience and recognized it.

8. (continued)

b. All children should be given a chance to participate in building a chart.

c. All charts should be developed first by the teacher on the blackboard. Only charts containing valuable language and reading materials should be transferred to paper.

d. There should not be too much reading on one chart.

e. Each sentence should be a short, simple sentence.

f. Phrases should not be broken at the end of a line.

g. Inverted sentences should not be used.

h. Words of confusing visual resemblances should not be used at first, but introduced gradually.

i. The vocabulary should contain only words to be met later in the pre-primer.

j. The text should be either printed by the hand printing set, or in manuscript writing.

k. When the chart is illustrated, the children should be allowed to choose or draw their own illustrations. The picture should be placed above the printed matter to which it refers.

l. A standard word list based on actual vocabulary should be used for checking vocabulary of teacher-made charts. See Appendix for approved word lists.

m. Memory reading should be guarded against. Providing a large number of charts forestalls this.

n. The charts should not be used as a substitute for book reading. They prepare for book reading and later supplement them.

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If experience charts are used in a manner which provides for the child's identification of individual words, if each chart utilizes important words employed in previous charts, and if opportunity is given for the pupil to read those words in varied situations, a valuable contribution can be made to the development of the child's initial sight vocabulary.[1]

1/ Paul McKee, The Teaching of Reading in the Elementary School. Boston: Houghton, Mifflin Company, 1948, pp. 219.

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Samples of Experience Charts

The experience -------- The children observed a flock of birds in the yard at recess.

Picture of birds flying

See the birds.
They fly.
They go up, up, up.

The experience-------- Children watch the goldfish in classroom.

Picture of fish in a bowl

See the goldfish !
One, two, three fishes.
Look, look !

The experience--------- The children note birthday of one member of the class.

Picture of a happy little girl or boy

Mary's birthday.

Mary is six years old.
One, two, three, four, five, six.
Happy birthday, Mary.

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Definite Work of the Teacher during the Preparatory Period

To help her pupils develop readiness for reading, the writer planned to carry on instructional activities by means of which the pupils could acquire the understanding, skills, and attitudes essential to success in beginning reading.

From information gleaned through research, the following instructional jobs were selected and developed:

I. Providing training in auditory discrimination

II. Providing training in visual discrimination and visual memory

III. Providing pupils with real, varied, and rich experiences essential to the getting of meaning from material to be read

IV. Providing training in language development:

a. Training in the use of simple English

b. Developing a meaningful vocabulary

c. Training in accurate enunciation and pronunciation

d. Training in the ability to keep a series of ideas in the mind in the proper sequence.

V. Developing a desire to read.

According to Durrell, Sullivan,[1] and Murphy[2], a reasonable degree of skill in auditory and visual discrimination appears to be essential to readiness for reading.

I. Providing Training in Auditory Discrimination. Auditory discrimination is defined as the ability to perceive similarities and differences in the sounds of words. Providing training which develops the child's powers of auditory discrimination to the point where he distinguishes readily between easily confused pronunciations of words and between the sounds of letters and words is an essential part of helping him to acquire readiness for beginning reading. Exercises provided by the writer centered the child's attention upon identifying similar word parts, such as beginning and ending consonants, and consonant blends. They also developed the ability to notice similarities and differences in the sounds of words.

The following lesson was planned as a pre-test of the children's ability to notice the differences in the beginning sounds of words.

1/ Donald D. Durrell and Helen B. Sullivan, Building Word Power in Primary Grades. Boston: World Book Company, 1941, p.1.

2/ Helen A. Murphy, "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading," Doctor's Dissertation, Boston University, 1943.

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1. Similar Sounds at the Beginning of Words.

I am going to say some words that begin with "s" (sound) like see. Listen and see if you can hear the sound.

Dictate: some, seed, save, school, seat

Did you hear the "s" sound at the beginning of each word ?

Now I'll say some words that begin with "r" (sound) like roll.

Dictate: rode, rough, ride, rat, rattle

Did you hear "r" in all the words ?

Now we will play a game. Close your eyes while I say some words that begin with "f" like fun,

When you hear a word that does not begin like "fun", you may stand.

Dictate: fan, foot, funny, horse, fat

Let us listen for words that begin with "g" (sound) like good. Are your eyes closed ? When you hear a word that does not begin with "g" you may stand.

Dictate: gun good go apple give

Let us close our eyes again. I am going to say some words that begin with "m", like mother.

man much mat Mary

Did you hear "m" in each word ? Listen again. When you hear a word that does not begin with "m", stand.

milk money nail may monkey

This time I'll say words that begin with "h"

hen horse hammer hat hit

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Dictate: gun good go apple give

Let us close our eyes again. I am going to say some words that begin with "m", like mother.

man mud mat dary

Did you hear "m" in each word ? Listen again. When you hear a word that does not begin with "m", stand.

milk money mail may monkey

This time I'll say words that begin with "b"

ben horse banner bat bit

Did you hear "h" in each word ? When you hear a word that does not begin with "h", you may stand.

hop home have hat horse top hello

Following the pre-test, the writer, using a similar procedure, taught the initial consonants in the following order:

f, b, h, g, c, l, m, d, j, k, n, p, r, w, s, t, y, v

2. Listening for Final Sounds.

The teacher placed the following letters on the balckboard:

f b g l m

When these letters were at the beginning of the word, you knew them. Let's see if you remember.

fun, for, boy, bad, good, gone, lost, look, mine, man

Today we are going to listen for the same letters at the end of words. All the words will end with one of these letters. See if you can hear the sound.

if puff muff huff gruff

What was the last sound ? Let's try to hear the last sound in these words. rub job Bob bib

What was the last sound ? The teacher follows this plan using the following final sounds:

g, l, m, d, k, n, p, r, s, t, and y

Did you hear "h" in each word ? When you hear a word that does not begin with "h", you may stand.

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3. Initial and Final Blends.

Sometimes, two letters together make one sound like th and wh. The Teacher writes the following on the blackboard:

this the them

These words begin with "th". Say them after me. What were the first two letters that you heard in those words ? Let's see if you can think of other words that begin with "th".

What day of the week was yesterday ? (Thursday)

Which finger did John crush in the door ? (thumb)

How many pennies did mother give you ? (thirteen)

The teacher puts words on the board beginning with "wh" such as:

who when where why

What were the first two letters that you heard in these words ? Think of other words that begin with "wh".

This procedure was followed with the following blends:

ch sh dr fr gr br tr cl fl pl

These blends were also taught as final blends.

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This procedure was followed with the following blends:

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These blends were also taught as final blends.

4. Rhyming Words.

Teacher says the following rhyme,

Rain, rain, go away,
Come again another day.

"away" and "day" are rhyming words. Listen to this rhyme,

Little Boy Blue
Come blow your horn
The sheep are in the meadow
The cows are in the corn.

What are the rhyming words ? Let us think of some words that rhyme. From responses the following words were listed:

Jill hill, may day, side ride, corner Horner,
bill fill, down crown

Game for Practice.

The teacher lists words on the blackboard. Children are asked to think of words that rhyme with those listed.

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Game for Practice.

The teacher lists words on the blackboard. Children are asked to think of words that rhyme with those listed.

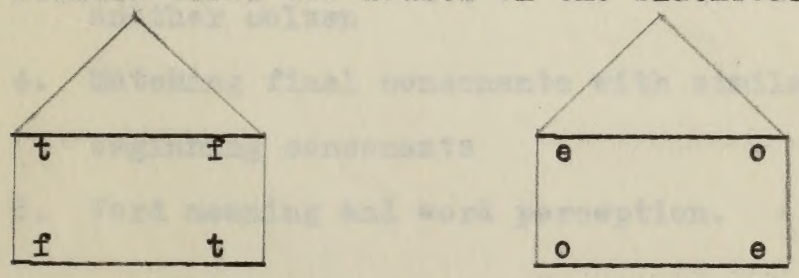
II. Providing training in visual discrimination. Visual discrimination is one of the sensory approaches to learning upon which a child's success in reading depends. Before the child enters school he has seen printed words in posters, labels, headlines, and street signs, but he has not studied the forms of these words closely enough to be able to distinguish them from one another. The great bulk of exercises used by the writer centered the child's attention upon distinguishing between the forms of letters, parts of words, and printed words. The exercises used also included practice in matching, in coloring, and in marking objects or parts of objects that are alike or different.

The following exercises are illustrative of those which were used.

1. Practice in recognizing identical letters.

Illustrative exercises

Teacher draws two houses on the blackboard



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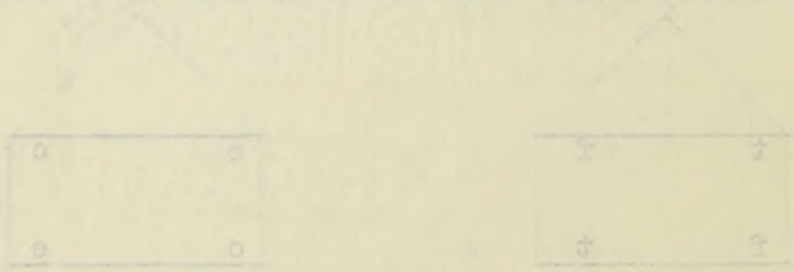

1/ Helen A. Murphy and Kathryn M. Junkins, "Increasing the Rate of Learning in First Grade Reading," Education, September, 1941.

Look at the first house. Which two letters look just alike ? Have a child come to the blackboard and point to the letters. Draw a line connecting the two letters. Have another child do the same thing for the remaining pairs of letters.

Look at the two houses at the top of your paper. Put your finger on the first house. Find two letters that look just alike in that house. Draw a line from one to the other as we did on the blackboard. Do the same thing in all the houses.

Other exercises such as the following were used:

1. Matching flashed words with a word on the blackboard
2. Matching words in lists with words under pictures
3. Matching words in one column with words in another column
4. Matching final consonants with similar beginning consonants
5. Word meaning and word perception.

Visual memory.

Exercises involving visual memory were included as a part of visual instruction. These were as follows:

Ability to recognize the colors

Look at the first house. Which two letters look just alike ? Have a child come to the blackboard and point to the letters. Draw a line connecting the two letters. Have another child do the same thing for the remaining pairs of letters.

Look at the two houses at the top of your paper. Put your finger on the first house. Find two letters that look just alike in that house. Draw a line from one to the other as we did on the blackboard. Do the same thing in all the houses.

Other exercises such as the following were used:

1. Matching finished words with a word on the blackboard
2. Matching words in lists with words under pictures
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4. Matching final consonants with similar beginning consonants
5. Word meaning and word perception.

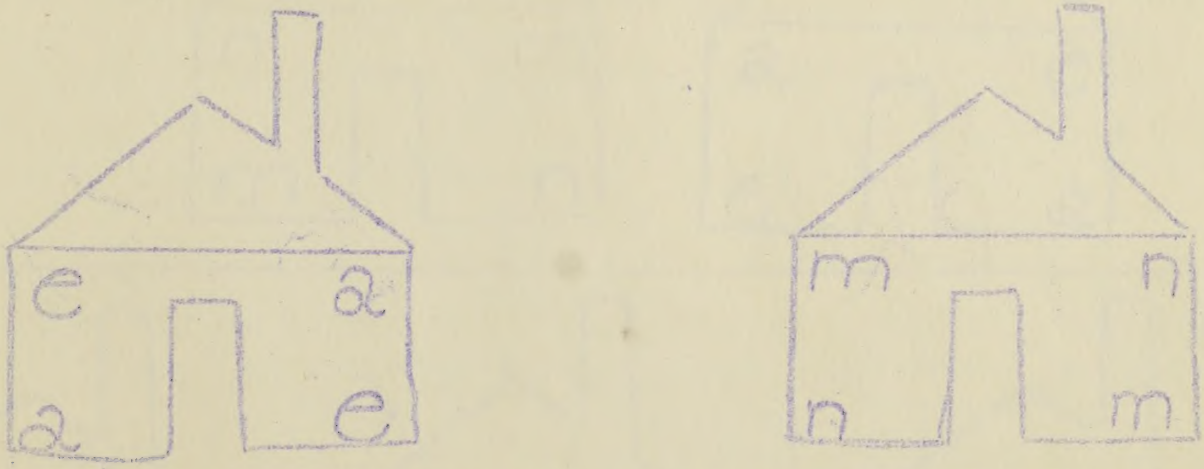
Visual memory.

Exercises involving visual memory were included as a part of visual instruction. These were as follows:

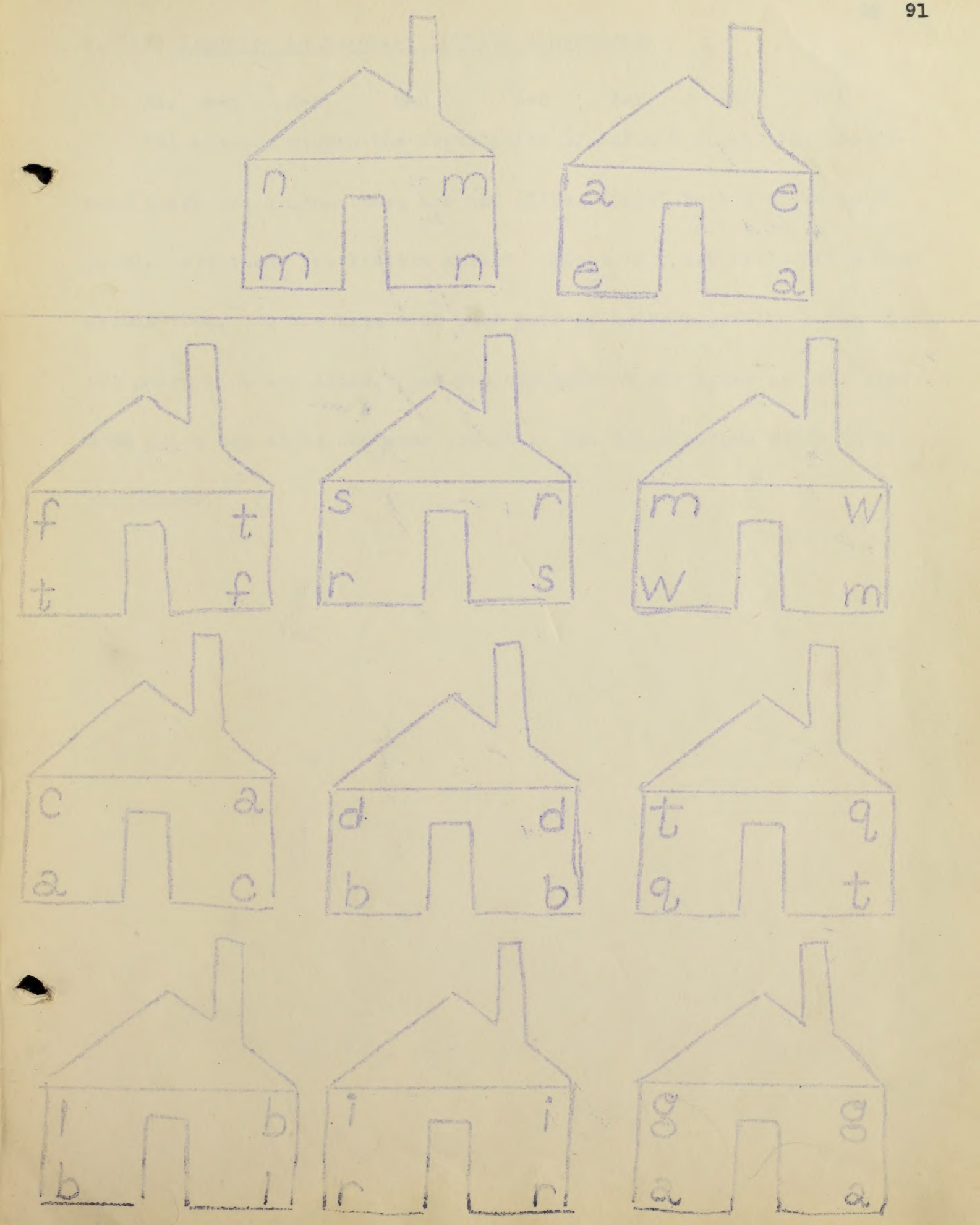
Ability to recognize the colors

Directions

Two houses similar to the following are drawn on the blackboard.



"Look at the first house. What two letters look alike? Draw a line and tie the letters that look alike. Do the same for the other letter in that house. Now do the second house. Look at the two big houses on your paper. Find two letters that look just alike in the first big house. Draw a line and tie them together as we did on the board. Now do the next house on your paper. Do all the houses on your paper."


n m
m n
a e
e a
f t
t f
s r
r s
m w
w m
c a
a c
d d
b b
t q
q t
l b
b l
i i
r r
g g
a a

8. (a) Practice in matching initial consonants.

Ex. m-m f-r n-n n-c l-f j-i t-t

The teacher writes the above pairs of letters on the blackboard. Some pairs are alike. Some are not alike. Point to the first pair (m-m). Are these two letters alike? Since they are let's put a box around them. Do the same with each pair of letters, putting a box around the pairs that are alike. Now you may look at the boxes on your paper. Some pairs are alike and some are not. Put boxes around pairs that are alike.

s - d f - f k - o r - r	c - e b - d d - d a - a	s - o t - f c - c r-- n
c - c m - w r - n a - o	a - o s - t g - h n - n	o - o l - t v - u h - h
t - t p - p r - r q - r	t - n r - r f - f s - s	j - g z - a i - i f - f
a - e d - f b - b e - e	u - u y - g v - v x - x	k - b n - o c - c w - m
k - b n - o k - k d - o	s - t d - e z - s z - z	m - m l - l b - k h - h

b. Matching Initial Consonants.

The following example is placed on the blackboard and the explanation given by the teacher.

come		cat
be		girl
car	c	can
house		ball
cake		could

We are going to play a "Look and Find" game. In the middle of the first box on your paper you see the letter b. Draw a line from the b in the middle of the box to each word that begins with the same letter. Be sure to look at the words on both sides of the b. Do the same for the other letters on the page.

baby		boat
go		cat
big	b	bill
top		man
box		girl
doll		door
apple		call
daddy	d	hen
pig		dog
do		dinner
fan		funny
to		run
fast	f	foot
be		play
fat		for
milk		make
come		tail
	m	
moo		man
train		moon

c. Selecting Like Words.

Write the following words on the blackboard.

Ex. go

to

go

man

go

Have the children find the words that look like the word at the top. Put a line under the words like the word at the top. Do the same with all the words in all the boxes.

Draw a line under the words in each box that are like the word at the top.

has	this	like	away
here	them	look	away
has	the	like	boy
had	this	like	away
has	this	live	horse

one	ran	them	now
our	run	this	now
on	red	them	not
one	ran	them	now
one	ran	the	two

saw	in	they	but
was	do	they	baby
saw	in	this	blue
see	in	kitty	but
saw	on	they	big

d. Matching words with flashed words.

The following example and explanation is given by the teacher.

it	in
is	if

In this box there are four words. Look at my flash card. (it). Put your finger on this word on your paper. (Be sure that each child has found the correct word before going on.

"As I flash my card draw a circle around the word on your paper that looks like it. Continue until all the words are circled."

it	is
in	if

at	on
of	up

do	go
up	we

or	on
no	so

to	me
as	we

or	be
us	he

on	if
go	it

as	is
me	up

we	go
to	on

Visual memory of objects. Ability to find an object flashed from several in a group.

Ability to find a letter from memory of a flashed card.

Ability to reproduce a simple geometric figure as: from memory

Ability to find a two or three letter word from memory of a flashed card.

Ability to reproduce two or three simple geometric figures from memory: (Much more difficult than 4).

III. Providing pupils with real, varied, and rich experiences essential to the getting of meaning from material to be read. This instructional job consists of giving many first-hand experiences, thus broadening the child's field of meaningful concepts which later help to interpret the symbols he sees in writing and in print.

In providing this wide, rich and varied background of experiences the writer asked herself these questions:

1. Will the experience be one the child will be likely to encounter as reading material in the first grade ?
2. Does the experience add new information by clarifying old concepts, by enriching a common experience, or by giving totally new information ?

Visual memory of objects. Ability to find an object flashed from several in a group.

Ability to find a letter from memory of a flashed card.

Ability to reproduce a simple geometric figure as: from memory

Ability to find a two or three letter word from memory of a flashed card.

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3. Is it within the child's ability to comprehend without confusion ?
4. Does it give real, honest, worthwhile information ?
5. Is the experience varied ?

In carrying out any experience, the teacher cannot overestimate the importance of objectifying the activity. She must analyze the values to be found for the children in the particular activity. She must realize the important concepts, items of information, and social growth which may result from the experience before she places it before the children. A trip to the greenhouse, for instance, may be nothing but a pleasant visit, if the teacher herself is not awake to the possibilities lying therein, and if she is not aware beforehand what she wants to result from the trip in new habits, attitudes, and information.

Following are attempts made by the writer to provide the experiences which would broaden the field of meaningful concepts:

1. Trips to introduce pupils to the school and grounds.
2. Excursions to interesting places in the neighborhood, as the greenhouse, the florist's shop, the bakery, the postoffice, the library, the fire station, the pet shop, and the toy store.
3. Caring for pets- some of them visited in homes, and others brought to school for the day.

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4. Participating in room activities, as building a grocery store or fire house with blocks, and carrying on dramatizations relating to them.
5. Listening to stories and poems read or told by the teacher.
6. Organizing a classroom toy band and pupils learning the names of the different instruments.
7. Discussing trips made on holidays.
8. Making scrapbooks containing pictures of interest to children.
9. Making booklets such as "A Book of Birds", "A Book of Fruits", "A Book of Vegetables", "A Book of Pets."

IV. Providing training in language development is basic to the reading program.

Dolch[1] states that language development begins in the reading readiness program.

From Bond and Bond[2] we learn that the ability to handle ideas in simple, accurate sentences is an important requisite of learning to read.

Facility in the use of oral language appears to be highly related to achievement in beginning-reading activities.

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This includes vocabulary and language structure. In most reading-readiness tests, provision is made to appraise vocabulary. It is also important to appraise the pupil's ability to put these words together in a form suitable for communication. Since most beginning-reading materials are written in short, simple sentences, it would be necessary for a pupil to have acquired control over at least the structure of simple sentences. Since reading is only one step removed from the child's use of auditory symbols, it is reasonable to conclude that control over oral language is a prime prerequisite to reading.[1]

a. Training in the use of simple English was given through the following activities:

1. Free and spontaneous conversations
2. Sharing and relating experiences
3. Telling stories
4. Dramatizing familiar stories
5. Playing games with spoken parts
6. Learning poems and songs
7. Taking part in conversations over toy telephones
8. Preparing a radio broadcast with toy radio and microphone
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10. Having names of different committees on blackboard, as:

William opens the windows today.

John closes the windows at close of school.

Robert cares for the plants.

Mary dusts the teacher's desk.

Jane passes the crackers.

Susan feeds the goldfish today.

b. Developing a meaningful vocabulary. Teachers working with English-speaking children are not always conscious of the need for building a meaningful vocabulary as a part of the reading program. If we think of vocabulary as an idea which may be expanded and added to, we are aware of the fact that vocabulary building is a great part of the reading program. For instance, contrast the ease with which the word "airplane" is taught as against the struggles in teaching the word "where".

Thus it is seen that the building of a meaningful vocabulary cannot be separated from the giving of a wide background of direct experience. Experiences must be put into words: words have to have experiences back of them or they are without meaning. Any vivid, interesting school or out-of-school experience cannot fail to build a meaningful vocabulary.

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c. Training in accurate enunciation and pronunciation. The importance of the relationship which speech has to reading can not be overestimated, so desirable growth in speech habits should be a major objective of any reading-readiness program. Speech must not be considered as a merely corrective activity for the pupils with special disability, but should be a part of the training of every child at all levels of development, and should be a part of the whole day's activities.

Since reading and speech are so closely woven together, one an integral part of the other, it follows that every reading situation from the time chart-reading begins, on through book reading periods the teacher should be constantly directing the pupils toward better speech habits. Some of the opportunities for this development in the reading lesson are:

1. Correct phrasing
2. Correct breathing while speaking
3. Speaking or reading in thought units
4. Letting voice indicate the end of the sentence
5. Reading with a natural voice, easily, with relaxed muscles
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If pupils speak indistinctly, mumble their words, or do not enunciate well, much time is wasted during oral reading activities in correcting errors and establishing right habits of speech. If these difficulties were eliminated before reading is begun, progress in establishing habits of good reading will be much more rapid. The most valauable means of establishing right habits of enunciation is practice based on the imitations of good models. It behooves the teacher, then, to guard her speech carefully and to present constantly a good example for pupils to imitate. Sometimes, it is necessary to give special attention to the habits of individual children, calling attention to their particular errors and providing opportunities for practice in establishing right habits.

Regarding speech correction the teacher takes notice of these warnings:

1. Give careful attention to physical factors affecting speech such as hearing and malformation of speech organs
2. Modify too rapid speech or drawling tones
3. Give consideration to cases of nervous speech
4. Work for the elimination of "baby talk" with this step. A speech analysis chart was found very helpful. A copy is appended.

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d. Training in the ability to keep a series of ideas in the mind in the proper sequence. This is training with the purpose of developing memory span of ideas, and is of great value in carrying the child through a story to completion. It also helps toward rapid, fluent reading. This was done by following these ideas:

1. Retelling stories enjoyed by all children
2. Relating steps in an experience
3. Making and presenting movies of familiar stories
4. Listing incidents of a story on the blackboard
5. Cutting out pictures from books and pasting them in the proper order
6. Carrying out a series of requests in the right order
7. Remembering the steps in constructing or making something

There are several more learnings which were found beneficial to the initial stage of learning to read.

1. A knowledge of left and right, and an acquaintance with the fact that reading and writing progress from left to right across the page.

   Playing simple games involving pointing to right ear, left eye, right shoulder, left elbow, jumping to right, stepping to left, picking up book with the right hand, throwing ball with left hand, etc. were used for exercises.

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2. Ability to see likenesses and differences in form. Using games and puzzles served as aids in this learning. See Appendix E for particularly helpful ones.

Our Speech Program

The story hour is a valuable time for developing speech learnings. Almost every primary teacher makes use of the common practices of having children tell familiar stories, dramatize a favorite story, or illustrate a new or old story. The illustrations should be followed up, of course, by the children telling the group about the pictures.

In spite of the fact that these practices are known to teachers, many are content to read and not follow-up. The writer does not believe that every story must be utilized, but there is a need and desire on the part of children for some comment, discussion, or joyful reaction from the children at the end of the story.

Oral Composition. Oral composition is an activity that most teachers feel should be particularly devoted to development of good speech habits. Oral composition and those stories which are developed a sentence at a time and written on the blackboard are rich in speech learnings. Some suggestions for compositions of a more formal nature follow:

Thank-you letters. (See sample below)
Invitation to a party

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Writing a letter to visit a dairy
Writing a letter to parents about an assembly
Composing captions to place under illustrations
children have made growing out of an experience

North Andover, Mass.
October 12, 1947

Dear Mrs. Brown,

We liked our visit at your farm Tuesday. Thank you for the gingerbread and apples. We enjoyed seeing the farm animals. We liked the ride on the pony. We had a good time at your farm.

Your friends,

The First Graders
-------- School

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A Progressive Criticism Chart

Manner:

Enthusiasm--- a great deal, some, very little, none

Position ---- careless, erect, tense, good, poor, slovenly, feet far apart, nervous shift of weight

Emotional adjustment ---- relaxed, nervous, at ease, antagonistic, confidence in himself

Voice:

Melody ---- monotonous, possesses variety, lacks emphasis

Rate ----- too fast, too slow, good, poor, lacks pause, too much hesitancy

Force----- too strong, too weak, adequate, proper use of inflection, lack of emphasis

Articulation:

slurred sounds----------

dropped syllables----------

substitution of vowels----------

careless, not clear, good----------

Enunciation: good, fair, poor, careless, hard to listen to

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A Progressive Criticism Chart (continued)

Pronunciation: -- check following words until errors are eradicated.

Place here outstanding errors in pronunciation

....

....

....

Suggestions for improvement

Grade..... Name.....

This differs from the Speech Analysis Chart made in the earliest weeks of the term. It could be made a progressive one, adding to it as new weaknesses were discovered, or qualities marked with a pencil of different color when improvement was shown or deficiencies overcome.

Suggestions Used in Story Period

1. Selection of story
   a. It should be within the ability of the child to understand and appreciate.
   b. It may recall home or community interests.
   c. It may recall trips, visits, and walks.
   d. Some stories should arouse curiosity.
   e. Some stories should contain action, dialogue, repetition.
   f. Some stories should tend to develop good conduct.
   g. Some stories should be told to develop fun and laughter.
2. Procedure
   a. Story-teller or reader should be well acquainted with the story.
   b. Story-teller's voice should be clear, distinct, well-modulated, in other words, easy and pleasant to listen to.
   c. Gestures and mannerisms that might distract from the story should be avoided.
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e. If there are illustrations, it is helpful for the readers to memorize those parts of the story and tell them instead of reading them, holding up the book so that the children may see the illustrations.

f. As a sort of review, the pictures can be shown after the story is told, allowing the children to recall the situation that it pictured.

g. Repeat the part of the story in which new words are presented; explain meaning of these; use synonyms; ask for other meanings.

h. Encourage the children to tell the story later.

i. Use the new words in the story in other activities.

j. Encourage dramatization.

V. Developing a desire to read. Strong motives for reading insure good thinking and accurate interpretations, and stimulate the child in overcoming difficulties. When children discover that reading will contribute to their pleasure and satisfaction, keen interest will result. Devices that have proved valuable in this study have been mentioned by Paul McKee.[1]

1. Reading aloud to the class frequently material that fits the child's interests and needs.

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2. Attaching printed words to objects about the classroom.
3. Writing directions on the board as children dictate them.
4. Placing duplicated copies of stories dictated by the class in the children's hands.
5. Providing picture books on a little library table or on low shelves to be used during free periods.
6. Inviting second and third grade children who read well to read aloud to the class.
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Initiating the Program - Creating the Proper Atmosphere

The reading readiness program begins on the first day of school.

1. The teacher creates an atmosphere to stimulate the child's interest and curiosity in reading. She therefore plans for a library center, or browsing corner, where bookshelves, easily accessible to the children, containing well-illustrated editions of children's literature are to be found; a reading table at which children may sit comfortably and examine leisurely the books that attract their attention; a file for pictures and pamphlets, and scrapbooks made by the children themselves.

Many of the books should be of the picture-book type in which there is no text; others should have a simple one or two line text accompanying each picture; others should be of the story and picture type where the story is enriched by the pictures; while others should be merely collections of good stories to be read to children so that they come to know and love the the book for the story alone. There should also be some books of an informational character to which the teacher may turn for answers to children's questions. Books of poetry as well as fun books should be there in large numbers. This corner should be cheery and lightsome. Comfortable chairs, not the stiff schoolroom type, where the

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3. Using pictures as an important part of the schoolroom environment.

4. Dictionary Charts

These consist of pictures labeled with the word they illustrate.

5. A color chart

Common colors painted or chalked on squares or circles should be labeled with the color name.

6. A chart showing processes used by the child in making workbooks or similar objects,cut, color, sew, paste, etc. with pictures showing a child cutting, pasting, etc.

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The Daily Program in the Pre-reading and Beginning Reading Periods

Many teachers find the problem of making a program which provides for the type of activities and experiences to be covered in the reading readiness group a difficult one. As no two classes follow the same schedule and conditions are so different, the writer planned the following schedule after considering the principles of good program making -- principles that are universally applicable.

1. The continuous healthful growth of the child should be provided for throughout the day and in various specific periods on the program.

   a. Health inspection.

      Quick check-up on general cleanliness and good grooming, presence of head colds, and skin condition.

2. Rest periods.

   A ten to fifteen-minute period for complete relaxation. At other times when children show need of relaxation, brief relief games may be played.

3. Mid-morning lunch period.

4. Outdoor play.

   Weather permitting, these play periods should be out of doors.

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6. Certain activities should be routine and occur at regular periods on successive days.
7. Subjects requiring concentrated effort on the part of the child which may be intrinsically interesting to children should be placed at the most "teachable" times of the day.
8. The program should provide for definite skill building periods most essential to success in beginning reading.
   a. Development of auditory discrimination
   b. Development of visual discrimination and visual memory
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   d. Development of kinaesthetic abilities.

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Grade One Program

First Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	Health Inspection	Same	Same	Same	Same
	Training in Auditory Perception 15 min.	Same	Same	Same	Same
	Reading and Related Activities	Same	Same	Same	Same
10-11	Music, Play, Rest, Lunch	Same	Same	Same	Same
11-11:30	Creative Composition	Same	Communication Skills, Speech	Creative Comp.	Communication Skills, Speech
1:30-2:30	Training in visual discrimination and visual memory	15 min. Same	Same	Same	Same
2:30-3:30	Play, Rest, Literature	Play, Rest, Art	Play, Rest, Poetry Appreciation	Play, Rest, Art	Play, Rest, Library

Grade One Program

First Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	Health Inspection	Same	Same	Same	Same
	Training in Auditory Perception 15 min.	Same	Same	Same	Same
	Reading and Related Activities	Same	Same	Same	Same
10-11	Music, Play, Rest, Lunch	Same	Same	Same	Same
11-11:30	Creative Composition	Same	Communication Skills, Speech	Creative Composition, Comm. Skills, Speech	
1:30-2:30	Training in visual discrimination 15 min. and visual memory	Same	Same	Same	Same
2:30-3:30	Play, Rest, Literature	Play, Rest, Art	Play, Rest, Poetry Appreciation	Play, Rest, Art	Play, Rest, Library

Grade One Program

Second Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	Health Inspection Sharing Experiences Training in auditory perception Reading Group I Group II	Same	Same	Same	Same
10:00-11:00	Outdoor Play, Rest, Lunch, Social and Natural Science	Same	Same	Same	Same
11:00-11:30	Composition Music	Hand-writing Music	Composi-tion Music	Hand-writing Music	Library
1:30-2:30	Training in visual dis-crimination and visual memory Reading and Related Activities Group I Group II Group III	Same	Same	Same	Same
2:30-3:30	Play, Rest	Same	Same	Same	Same
3:00-3:30	Work Period	Art Story-telling Dramatiza-tion or Poetry	Work Period	Art Story telling Dramati-zation or Poetry	Work Period

Grade One Program

Second Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	Health Inspection Sharing Experiences Training in auditory perception Reading Group I Group II	Same	Same	Same	Same
10:00-11:00	Outdoor Play, Rest, Lunch, Social and Natural Science	Same	Same	Same	Same
11:00-11:30	Composition Music	Read-ing writing Music	Compose-tion Music	Read-ing writing Music	Library
1:30-2:30	Training in visual dis-crimination and visual memory Reading and Related Activities Group I Group II Group III	Same	Same	Same	Same
2:30-3:30	Play, Rest	Same	Same	Same	Same
3:30-3:30	Work Period	Art Story-telling Dramati-zation or Poetry	Work Period	Art Story Dramati-zation or Poetry	Work Period

Note: Since the immature reading group (Group III) will probably not be ready for more than one reading class a day, this group is scheduled to read in a group situation only at the 1:30 period. Some valuable activity is provided for those children while Group I and Group II are reading at the 9 o'clock hour.

The social and natural science period comes at the end of the 10:00-11:00 o'clock period, and composition occurs at the beginning of the 11 o'clock period. This allows for elasticity-- if more time is needed for social science, the composition period may be shortened or omitted, or vice versa.

Evaluating Pupil's Growth in Reading Readiness. In observing children and their growth in the abilities such as are needed for success in their first reading venture, the writer kept in mind that certain abilities such as those listed below indicate the direction toward which growth should occur. Of course, not all pupils make a perfect approach to the goal, and not all reach it at the same time. By trying to remove all artificial barriers to growth, and by providing an abundance of experiences as suggested in this study, the children were helped to grow and to develop the desired reading readiness. Each individual was closely observed to see if he

1. Could perceive and distinguish similarities and differences in speech and letter sounds of words.

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1. Could perceive and distinguish similarities and differences in speech and letter sounds of words.

2. Could distinguish between the forms of letters, parts of words, and printed words.
3. Could see likenesses and differences in color and shape.
4. Could comprehend and remember simple stories, poems, and directions.
5. Could tell a simple story.
6. Could use tools and materials with reasonable skill (crayons, scissors, hammer, etc.)
7. Could illustrate a simple story with paints or crayons.
8. Showed interest in books by:
    a. Looking at pictures
    b. Pointing out words and pictures
    c. Asking the teacher to read
    d. Being able to select favorite stories or books, recognizing them by the cover, illustrations, size, other distinguishing characteristics.

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When Should We Say a Child is Ready for Book Work?

When a child is ready for reading from books, it means that he has attained maturity physically, mentally, socially, and emotionally; that above all, he has acquired the necessary skills for reading; that he has an experience background which enables him to understand what he reads; that he possesses an adequate command of the English language according to his level; that he is able to get from reading those ideas which pertain to his own actual experiences; that he established a good understanding of the reading process and correct reading habits as far as he has progressed; that he has begun the establishment of a sight vocabulary; and that he is interested in reading and wants to find out other people's ideas by reading. He is now ready to begin to read from books and to try to interpret the thoughts and experiences which other people have expressed in material for him to read.

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TRANSITION STEPS TO BOOK READING

When a child had indicated evidences cited above, he was started in his first book, the pre-primer, for which his pre-reading experiences had prepared him. The teacher here faced a new situation as new factors presented themselves. How is the reading different from the previous reading done by the child ? If there are differences between chart reading and the book reading, what are the differences, and what transition steps are to be met ?

One of the main differences lies in the print which the child meets in the pre-primer. The print in the book is smaller, or, if the teacher uses manuscript letter forms on the experience charts, the style of print is different and apt to confuse the child. Other differences which may show a retarding effect and be somewhat disturbing in these first days with books arise from the fact that in the chart situation there is only one copy of the story available for reading. Therefore, the teacher may easily guide the whole group during the silent or oral reading because they are all reading the same copy. In the book situation the child has a book in which he is doing his reading. Thus the chart situation constitutes a truly group-reading experience, while the book-reading tends to become a more individual situation in which guidance is much more difficult to give.

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Knowing these differences the teacher sets the stage so that as little confusion as possible may result.

The teacher must guide extensively these first book lessons. It is difficult to give detailed help when the children have the books in their hands and their attention is diverted from her to the book, so the guidance and direction should be accomplished before the children receive the books.

There are three ways of accomplishing this: (1) some of the modern readers supply story charts in which the identical material of the book is given. The teacher then develops and teaches this chart as she taught the children's experience charts. When children are familiar with the story they pick up their books and read the story from them. (2) The sentence cards duplicating the story material contained in the book are then used. She then builds the story, line by line in the pocket chart, introducing each line with a statement, phrase or question which guides the child's thought and enables him to read the material readily. (3) The teacher prints on the blackboard the material contained in the reading lesson in the book and develops it from the blackboard.

It is necessary in these first reading book lessons to develop all of the material in the lesson to be covered by one of the three ways, suggested here. As the children gain in power, the teacher gradually decreases the amount of

Comparing these differences the teacher notes the extent to which a little conversation possibly may result.

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There are three kinds of accomplishments: (1) some of the words recognized simply after showing in relation the literal material of the book is given. The teacher then determines and tendses this short as she teaches the children's experiences direct. The children are then allowed with the story they pick up their books and read the story from them. (2) The pictures serve in identifying the story material contained in the book are then used. The teacher guides the story line by line in the pupils words. Interpreting each line with statement, phrase or question which guides the child's thought and enables him to read the material readily. (3) The teacher points out the discovered the material contained in the reading lesson in the book and develope it from the blackboard.

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preliminary development to be given, and offering those lines only that are unusually difficult or present a new vocabulary.

Since the children will have some difficulty in making transition from large type to small type and from manuscript letter forms to printed forms, much assistance must be given here. Short practice steps may be given by holding up cards with words in large type and in manuscript form. A game is played in which children find quickly the same words on a page in their books.

The teacher must watch for indications of faulty eye movements and reversals. Habits which have been fairly well established in chart reading often show an upset when exposed to the book-reading situation. Most teachers use individual markers, small strips of oak tag, with the children. This enables the child to make a correct return sweep movement and eliminates finger-pointing to individual words.

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Beginning Book Reading

At the end of six weeks of preliminary training in the reading readiness program, the six children who had received the benefit of kindergarten training were ready to begin the book work. These children had acquired the necessary skills for reading, made social adjustments, were able to follow directions, had learned to listen and give attention, had developed good work habits and had formed the valuable habits of self-direction in learning situations.

In addition to the six in the group that came from the kindergarten, five other entrants were found to be in the "ready" group, due to favorable home environment, mental maturity, and much training in auditory and visual discrimination. As it was the writer's aim to give the child the right thing at the right time in the right way and encourage him to progress at his own rate, this ready-to-read group was introduced to the book-reading program at this time.

After the "ready" group had completed one pre-primer, the second and third pre-primers of the same series were used as there was very little difficulty with the vocabulary. Then from the basal pre-primers, the teacher passed directly to the primer of the series as this, too, was built around the same characters and repeated the same vocabulary. This avoided confusion such as would have resulted if pre-primers

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from different series had been presented.

In the meantime the writer continued with a vital program for the other two sections, stressing particularly auditory discrimination, visual discrimination, visual memory, comprehension, and kinaesthetic abilities.

As time went on, informal tests and teacher observation signified that many of the children in the two lower groups were capable of being promoted to a higher group and eventually placed in a book reading section. They followed the same steps as the first group, each child progressing at his own rate.

CHAPTER IV

SUMMARY AND CONCLUSIONS

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After an examination of courses of study used in several school systems, listed in Appendix B, a survey of many reports of school officials as to their procedures in reading readiness programs, listed in Appendix C, information obtained at Boston University School of Education Clinic, and a summarization and assimilation of literature published by various authorities on the subject of reading readiness as noted in Chapter II of this study, the writer formulated her plan of procedure. It was her hope that this program would develop the necessary skills, habits and attitudes, that would lessen the number of first grade failures, would produce maximum results, and consume a minimum of time. The program was planned in advance of its being actually carried into effect.

All available facts about the all-round development of the pupils were gathered including home environment and previous teachers' judgments. The Detroit Beginning First-Grade Intelligence Test (Revised) was given October first. This was followed by "The Metropolitan Readiness Tests", "The Monroe Aptitude Tests", (Primary Form) and several informal tests. Test results coupled with the results of teacher observation were used to form three groups of pupils according to readiness levels.

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Eleven pupils showed a mental age of 78 months or over, and were placed in Group A.

Eleven pupils showed a mental age between 66 months and 77 months, some of them border-line cases. This section became Group B. It was thought that these children would be definitely helped by a well planned reading readiness program.

Six pupils who showed a mental age of 65 months or less were placed in Group C.

A flexible daily program covering the five reading readiness areas as advocated by the Boston University Educational Clinic together with the exercises found in Building Word Power by Donald D. Durrell and Helen Blair Sullivan, and the accompanying workbooks, "Ready to Read", "We Meet New Friends", and "Friends of Ours" were used with all groups to develop visual and auditory discrimination, the basic readiness skills, language, kinaesthetic, and other reading abilities.

By the use of informal tests the teacher discovered that Group A made marked gains in a short period. Early in the study Groups B and C made slight gains, but as time went on, they made rapid improvement due to practice in auditory and visual discrimination, and the removal of physical handicaps and emotional disturbances.

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to strengthen the weak points of the slow pupils. Some of the pupils in the B Group moved to the A Group as they showed progress. Four members of Group C moved on to Group B. Only two remained in Group C.

When a child indicated evidences of sufficient growth in the abilities needed for success in beginning reading, instruction in book work was started.

Throughout the year, informal tests were given. In June, the Metropolitan Achievement Tests, Primary I Battery, Form R, was used. The average reading results were most gratifying.

Considering the results of the informal tests, the Metropolitan Achievement Tests, Primary I Battery, Form S, and the teacher's judgment, it seemed to be to the advantage of two pupils to remain in grade one another year.

According to statistics more pupils fail in grade one than in any other grade. Fifteen to twenty-five per cent of the first grade pupils in many of our large cities are retarded. The writer felt that this program was worthwhile, as only two out of twenty-eight pupils or seven per cent, failed to make the grade. She attributed the children's success in beginning reading to the flexible program which provided adequately for training in auditory and visual discrimination and for recognition of individual differences. The type of program presented provided for preventive rather than remedial work.

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APPENDIX

APPENDIX A

TESTS EXAMINED FOR HELP IN DETERMINING STATUS OF PUPILS

Standardized Tests Examined

Intelligence Tests.

Detroit Beginning First-Grade Intelligence Test(Revised) by Anna M. Engel and Harry J. Baker. Published by World Book Company, Boston, Massachusetts. It is a standardized non-reading test for children entering the first grade, simple in application, and easy to score.

Detroit Advanced First-Grade Intelligence Test by Harry J. Baker. Published by World Book Company, Boston, Massachusetts. This is a non-reading test for children who are too advanced for the one listed above. It is suitable for normal use with children who have completed two or three months of first grade work up to and including those in low second grade.

Haggerty Intelligence Examination by M.E. Haggerty. Published by World Book Company, Boston, Massachusetts. This is a group intelligence test, Delta I, comprising five non-verbal tests and one verbal test. It is for grades one to three.

Kuhlmann-Anderson Intelligence Tests by F. Kuhlmann and Rose G. Anderson. Published by Educational Test Bureau, Educational Publishers, Inc., Philadelphia, Pa.

Revised Stanford-Binet Intelligence Test by Lewis M. Terman and Maude Merrill. Published by Houghton Mifflin Company, Boston, Massachusetts.

Pintner-Cunningham Intelligence Test by Pintner, Cunningham and Durost. Published by World Book Company, Yonkers-on-Hudson, New York.

Dearborn First Grade Test of Intelligence. Published by Educational Test Bureau, Educational Publishers, Inc., Philadelphia, Pennsylvania.

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Intelligence Tests.

Detroit Beginning First-Grade Intelligence Test (Revised) by Anna M. Engel and Harry J. Baker. Published by World Book Company, Boston, Massachusetts. It is a standardized non-reading test for children entering the first grade, simple in application, and easy to score.

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Kuhlmann-Anderson Intelligence Tests by F. Kuhlmann and Rose G. Anderson. Published by Educational Test Bureau, Educational Publishers, Inc., Philadelphia, Pa.

Revised Stanford-Binet Intelligence Test by Lewis M. Terman and Maude Merrill. Published by Houghton Mifflin Company, Boston, Massachusetts.

Pintner-Cunningham Intelligence Test by Pintner, Cunningham and Murphy. Published by World Book Company, Yonkers-on-Hudson, New York.

Pearson First Grade Test of Intelligence. Published by Educational Test Bureau, Educational Publishers, Inc., Philadelphia, Pennsylvania.

Readiness Tests.

The Gates Reading Readiness Tests. Published by the Bureau of Publications, Teachers College, Columbia University, New York.
These tests measure the child's ability to follow directions, to distinguish between printed words, to distinguish between sounds in words, and to identify numbers and letters by name.

The Metropolitan Readiness Tests. Published by the World Book Company, Yonkers-on-Hudson, New York.
These tests measure the child's ability to see similarities and differences in printed forms, to reproduce printed forms, to recognize the meaning of spoken words and sentences, to understand the meaning of numbers, and to identify meanings described orally.

The Monroe Reading Aptitude Tests. Published by Houghton Mifflin Company, Boston, Massachusetts.
These tests, among other things, test the child's ability to see likenesses and differences in printed forms, to control eye-movements, to reproduce printed forms, to distinguish between sounds, to blend sounds, to remember a story, to articulate correctly and quickly, to recognize the meaning of spoken words, and to use sentences.

The Van Wagenen Reading Readiness Tests. Published by the Educational Test Bureau, Minneapolis, Minnesota.
These tests measure the child's range of information, his ability to see relationships between ideas, his ability to remember and reproduce ideas, his ability to distinguish between printed words, his ability to remember word forms, and his spoken vocabulary.

The Lee-Clark Reading Readiness Test. Published by the Southern California Book Depository, Hollywood, California. This tests only the child's ability to distinguish between printed letters and printed words.

Diagnostic Group Reading Readiness Test, by Helen A. Murphy and Donald D. Durrell. Copyright, 1947.

Murphy-Durrell Diagnostic Reading Readiness Test for Group Use. World Book Company,Boston,Massachusetts, 1947.

Vision Test. The Eames Eye Test by T.H. Eames. Published by World Book Company, Yonkers-on-Hudson, New York.

Readiness Tests.

The Gates Reading Readiness Tests. Published by the Bureau of Publications, Teachers College, Columbia University, New York.
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The Metropolitan Readiness Tests. Published by the World Book Company, Yonkers-on-Hudson, New York.
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These tests measure the child's range of information, his ability to see relationships between ideas, his ability to remember and reproduce ideas, his ability to distinguish between printed words, his ability to remember word forms, and his spoken vocabulary.

The Lee-Clark Reading Readiness Test. Published by the Southern California Book Depository, Hollywood, California. This tests only the child's ability to distinguish between printed letters and printed words.

Diagnostic Tests Reading Readiness Test, by Helen A. Murphy and Donald G. Durrell. Copyright, 1947.

Murphy-Durrell Diagnostic Reading Readiness Test for Group Use. World Book Company, Boston, Massachusetts, 1947.

Vision Test. The Keeler Eye Test by T.E. Keeler. Published by World Book Company, Yonkers-on-Hudson, New York.

APPENDIX B

COURSES OF STUDY EXAMINED

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Cincinnati, Ohio.	The Primary Manual - A Teaching Guide for Kindergarten and Primary Grades,1942.
Cleveland, Ohio.	The Language Arts Course of Study, Primary Division, 1943.
Colorado.	State Course of Study for Elementary Schools, 1942.
Illinois.	Illinois Curriculum and Course of Study Guide for Elementary Schools, 1943.
Massachusetts.	Curriculum Guide for Primary Grades. Massachusetts State Department of Education, 1946.
Mishawaka, Indiana.	Reading, A Course of Study, Mishawaka Public Schools, 1941.
Missouri.	State Course of Study for Elementary Grades, 1942.
Ohio.	The Language Arts in the Elementary Schools of Ohio, Curriculum Bulletin Number Seven, 1947.
Springfield, Massachusetts.	Reading, A Tentative Course of Study for Kindergarten and Grades One through Six, 1945.
Tulsa, Oklahoma.	A Course of Study for Kindergarten and Grades One, Two, and Three, 1942.

COURSES OF STUDY EXAMINED

Cincinnati, Ohio. The Primary Manual - A Teaching Guide for Kindergarten and Primary Grades, 1942.

Cleveland, Ohio. The Language Arts Course of Study, Primary Division, 1942.

Colorado. State Course of Study for Elementary Schools, 1942.

Illinois. Illinois Curriculum and Course of Study Guide for Elementary Schools, 1942.

Massachusetts. Curriculum Guide for Primary Grades. Massachusetts State Department of Education, 1946.

Michigan, Indiana. Reading, A Course of Study, Michigan Public Schools, 1941.

Missouri. State Course of Study for Elementary Grades, 1942.

Ohio. The Language Arts in the Elementary Schools of Ohio. Curriculum Bulletin Number Seven, 1947.

Springfield, Massachusetts. Reading, A Tentative Course of Study for Kindergarten and Grades One through Six, 1945.

Tulsa, Oklahoma. A Course of Study for Kindergarten and Grades One, Two, and Three, 1942.

APPENDIX C

REPORTS OF PROCEDURES TO DETERMINE READING READINESS EXAMINED BY WRITER

Reports of Procedures Used in Various Cities to Determine

Reading Readiness Examined by Writer

Baltimore, Maryland.	Reported by Laura Frazee, Superintendent, Primary Grades, Baltimore, Maryland
Cincinnati, Ohio.	Reported by Julia Bothwell, Director of Kindergartens, Cincinnati, Ohio
Cleveland, Ohio.	Reported by Margaret A. Trace, Supervisor of Kindergartens, Cleveland, Ohio
Committee on Reading Readiness, International Kindergarten Union	Reported by Margaret Holmes, "Investigation of Reading Readiness of First Grade Entrants," Childhood Education, January, 1927.
Denver, Colorado.	Reported by Helen R. Gumlick, Supervisor, Kindergarten and Grades 1 to 3, Denver Public Schools
Detroit, Michigan.	Reported by Harry J. Baker, Clinical Psychology, D.P.S. of Detroit
Kalamazoo, Michigan.	Reported by Eleanor Troxell, Supervisor of Early Elementary Department, Kalamazoo, Michigan
New York, N.Y.	Luella Palmer, Director of Kindergarten, New York, New York
Oklahoma City, Oklahoma.	Reported by Lucy Mecham, Director of Grades, Oklahoma City, Oklahoma
Washington, D.C.	Reported by Jesse LaSalle, Assistant Superintendent of Schools, Washington, D.C.

Reports of Procedures Used in Various Cities to Determine

Reading Readiness Examined by Writer

Baltimore, Maryland.	Reported by Laura Krasse, Superintendent, Primary Grades, Baltimore, Maryland
Cincinnati, Ohio.	Reported by Julia Bothwell, Director of Kindergartens, Cincinnati, Ohio
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Committee on Reading Readiness, International Kindergarten Union	Reported by Margaret Holmes, "Investigation of Reading Readiness of First Grade Entrants," <u>Childhood Education</u>, January, 1927.
Denver, Colorado.	Reported by Helen K. Quaile, Supervisor, Kindergarten and Grades 1 to 3, Denver Public Schools
Detroit, Michigan.	Reported by Harry J. Baker, Clinical Psychology, D.P.S. of Detroit
Kalamazoo, Michigan.	Reported by Eleanor Troxell, Supervisor of Early Elementary Department, Kalamazoo, Michigan
New York, N.Y.	Amelia Palmer, Director of Kindergarten, New York, New York
Oklahoma City, Oklahoma.	Reported by Lucy Medlam, Director of Grades, Oklahoma City, Oklahoma
Washington, D.C.	Reported by Jessie Dabella, Assistant Superintendent of Schools, Washington, D.C.

APPENDIX D

STANDARD WORD LISTS

STANDARD WORD LISTS

(NOTE: A word list, based on actual pupil vocabulary, is a very valuable reference for teachers as a means of checking the vocabulary used in teacher-made reading material. Among the published lists found helpful by the writer are the following).

1. Buckingham, B.R. and E.W. Dolch, A Combined Word List. Boston: 1936.

   Alphabetical list of about twenty thousand words with grade level stated for each, determined separately by the authors and by other published lists.

2. Gates, A.I., A Reading Vocabulary for Primary Grades. New York:Teachers College, Columbia University,1935.

   A list of eighteen hundred eleven words of greatest value in primary reading, arranged in groups of five hundred.

3. Hayward, W.G. and N.Y. Ordway, "Vocabularies of Recently Published Pre-Primers," Elementary School Journal, 37:608-17, November, 1937.

   Lists of the three hundred eleven words most commonly found.

4. International Kindergarten Union List. International Kindergarten Union, Washington, D.C., 1928.

5. Stone, C.R., A Graded Vocabulary for Primary Reading. St. Louis: Webster Publishing Company, 1936.

   A standard graded vocabulary of special use for constructing and selecting reading materials of various types. For each word a reading level is assigned. There are eight levels, ranging from the pre-book level to and including the third-reader level.

6. Stone, C.R., "The Vocabularies of Twenty Pre-Primers," The Elementary School Journal, 41:423-429,February, 1941.

   Lists the vocabularies of 20 pre-primers published in 1931-1940 inclusive. Also lists the one hundred most important pre-primer words.

STANDARD WORD LISTS

(NOTE: A word list, based on actual pupil vocabulary, is a very valuable reference for teachers as a means of choosing the vocabulary used in teacher-made reading material. Among the published lists found helpful by the writer are the following).

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   A list of eighteen hundred eleven words of greatest value in primary reading, arranged in groups of five hundred.

3. Hayward, W.G. and E.Y. Ordway. "Vocabularies of Recently Published Pre-Primers." Elementary School Journal. 37:508-17, November, 1937.

   Lists of the three hundred eleven words most commonly found.

4. International Kindergarten Union List. International Kindergarten Union, Washington, D.C., 1928.

5. Stone, C.R., A Graded Vocabulary for Primary Reading. St. Louis: Webster Publishing Company, 1936.

   A standard graded vocabulary of special use for constructing and selecting reading materials of various types. For each word a reading level is assigned. There are eight levels, ranging from the pre-book level to and including the third-reader level.

6. Stone, C.R., "The Vocabularies of Twenty Pre-Primers." The Elementary School Journal. 41:422-429, February, 1941.

   Lists the vocabularies of 20 pre-primers published in 1937-1940 inclusive. Also lists the one hundred most important pre-primer words.

APPENDIX E

PUZZLES THAT TRAIN THE CHILDREN'S POWER FOR KEENER PERCEPTION

Puzzles That Train the Children's Power

for Keener Perception

1. Various matching games.

a.	Sectional Animals	Milton Bradley Co. Springfield,Mass.
b.	ABC Lotto	J.L. Hammett, Cambridge, Mass.
c.	Animal Lotto	J.L. Hammett, Cambridge, Mass.
d.	Flower Lotto	J.L. Hammett, Cambridge, Mass.
e.	Things That Go Lotto	J.L. Hammett, Cambridge, Mass.
f.	ABC Picture Board	Educational Playthings,Inc. New York
g.	Anagrams	Milton Bradley Co., Springfield, Mass.
h.	Clock Dial	Milton Bradley Co., Springfield, Mass.
i.	Clock Puzzle	Milton Bradley Co., Springfield, Mass.
j.	Number Lotto	Educational Playthings,Inc. New York
k.	Farm Scene	Educational Playthings,Inc. New York
l.	Railway Scene	Educational Playthings,Inc. New York
m.	River Scene	Educational Playthings,Inc. New York
n.	Fire Engine	Educational Playthings,Inc. New York

Puzzles That Train the Children's Power for Keener Perception

1. Various matching games.

a. Sectional Animals	Milton Bradley Co. Springfield, Mass.
b. ABC Lotto	J.L. Hammett, Cambridge, Mass.
c. Animal Lotto	J.L. Hammett, Cambridge, Mass.
d. Flower Lotto	J.L. Hammett, Cambridge, Mass.
e. Things That Go Lotto	J.L. Hammett, Cambridge, Mass.
f. ABC Picture Board	Educational Playthings, Inc. New York
g. Anagrams	Milton Bradley Co., Springfield, Mass.
h. Clock Dial	Milton Bradley Co., Springfield, Mass.
i. Clock Puzzle	Milton Bradley Co., Springfield, Mass.
j. Number Lotto	Educational Playthings, Inc. New York
k. Farm Scene	Educational Playthings, Inc. New York
l. Railway Scene	Educational Playthings, Inc. New York
m. River Scene	Educational Playthings, Inc. New York
n. Fire Engine	Educational Playthings, Inc. New York

o. Grocery Store	Educational Playthings, Inc. New York
p. City Scene	Educational Playthings, Inc. New York
q. Judy Wooden Puzzle Inlays	Judy Company, Minneapolis, Minnesota

2. Large cut inset puzzles

a. Automobile	David Pierce, Tiverton, R.I.
b. Airplane	David Pierce, Tiverton, R.I.
c. Boat	David Pierce, Tiverton, R.I.
d. Elephant	David Pierce, Tiverton, R.I.
e. Squirrel	David Pierce, Tiverton, R.I.
f. Rooster	David Pierce, Tiverton, R.I.

3. Country Life Puzzles	Educational Playthings, Inc. New York
4. Wild Animal Puzzles	Educational Playthings, Inc.
5. Wooden Puzzles	Playschool Toy Co., Milwaukee, Wisconsin

APPENDIX F

A BOOK LIST FOR GRADE ONE

List of Books Suitable for Use During the Reading Readiness Period

The following list of books is merely illustrative. In no way is it exhaustive or definitive. Books listed in Group A are suitable for use by pupils themselves. Those listed in Group B are books which should be read by the teacher to her pupils.[1]

A.

1. All Around the Clock(Lena Tousley). Farrar and Rinehart, New York.
2. Angus and the Cat (Marjorie Flack). Doubleday,Doran and Co.,Garden City, New York
3. Angus and the Ducks (Marjorie Flack). Doubleday,Doran, Garden City,N.Y.
4. Angus Lost (Marjorie Flack). Doubleday Doran,and Co., Garden City, N.Y.
5. Ask Mr. Bear (Marjorie Flack). Macmillan Company, N.Y.
6. Baby Animals (Diana Thorne). The Saalfield Publishing Co.,Akron, Ohio.
7. Benny and his Penny (Lois Lenski). Alfred Knopf Co., New York
8. The Chosing Book (Alice Dalgliesh). Macmillan Co., N.Y.
9. A Day at School (Agnes McCready). E.P. Dutton, N.Y.
10. Five and Ten (Roberta Whitehead). Houghton Mifflin Co., Boston

1/ Paul McKee, The Teaching of Reading in the Elementary School. Boston: Houghton, Mifflin Company, 1948, pp.185-187.

List of Books Suitable for Use During the Reading Readiness Period

The following list of books is merely illustrative. In no way is it exhaustive or definitive. Books listed in Group A are suitable for use by pupils themselves. Those listed in Group B are books which should be read by the teacher to her pupils.[1]

A.

1. All Around the Clock (Lena Tousley). Farrar and Rinehart, New York.

2. Angus and the Cat (Marjorie Flack). Doubleday, Doran and Co., Garden City, New York

3. Angus and the Ducks (Marjorie Flack). Doubleday, Doran, Garden City, N.Y.

4. Angus Lost (Marjorie Flack). Doubleday Doran, and Co., Garden City, N.Y.

5. Ask Mr. Bear (Marjorie Flack). Macmillan Company, N.Y.

6. Baby Animals (Diana Thorne). The Saalfield Publishing Co., Akron, Ohio.

7. Benny and his Penny (Lois Lenski). Alfred Knopf Co., New York

8. The Chosing Book (Alice Dalgliesh). Macmillan Co., N.Y.

9. A Day at School (Agnes McCready). E.P. Dutton, N.Y.

10. Five and Ten (Roberta Whitehead). Houghton Mifflin Co., Boston

1/ Paul McKee, The Teaching of Reading in the Elementary School. Boston: Houghton, Mifflin Company, 1948, pp.186-187.

11. The Little Baby Ann (Lois Lenski). Oxford University Press, New York

12. Mike, the Cat (Creighton Peet). Loring and Mussey Co., New York.

13. Robert Francis Weatherbee (Munro Leaf). Frederick Stokes Co., New York.

14. Where is Tommy ? (Tony Sarg) Greenberg Publishers, Inc. New York.

15. Where's My Baby ? (H.A. Rey) Houghton Mifflin Company, Boston

16. Zoo Book (Jimmy Garthwaite). Harper and Brothers, London

B.

1. The Adventures of Peter and Lotta (Elsa Beskow). Harper and Brothers, New York.

2. Ameliar Anne and the Green Umbrella (Susan Pearse). Macrae, Smith and Company, New York.

3. Another New Year with Bobbie and Donnie (Esther Brann) The Macmillan Company, New York.

4. The Beautiful Book of Nursery Rhymes, Stories and Pictures (Frank Adams). Blackie and Sons, London.

5. Bobbie and Donnie Were Twins (Esther Brann). The Macmillan Company, New York.

6. Bobby Goes Riding (Dorothy Walter Baruch). Lothrop, Lee and Shepard Company, Boston.

7. The Brimful Book (Watty Piper). Platt and Munk Co., N.Y.

8. Cecily G. and the Nine Monkeys (H.A. Rey). Houghton Mifflin Company, Boston.

9. Choo Choo (Virginia Burton). Houghton Mifflin Company, Boston.

10. The Christ Child (Maud and Miska Petersham). Doubleday, Doran and Company, Garden City, New York.

11. The Little Baby Ann (Lois Lenski). Oxford University Press, New York

12. Mike, the Cat (Creighton Peet). Loring and Mussey Co., New York.

13. Robert Francis Weatherbee (Munro Leaf). Frederick Stokes Co., New York.

14. Where is Tommy ? (Tony Sarg) Greenberg Publishers, Inc. New York.

15. Where's My Baby ? (H.A. Roy) Houghton Mifflin Company, Boston

16. Zoo Book (Jimmy Garthwaite). Harper and Brothers, London

S.

1. The Adventures of Peter and Lotta (Elsa Beskow). Harper and Brothers, New York.

2. Amelia Anne and the Green Umbrella (Susan Pearse). Macrae, Smith and Company, New York.

3. Another New Year with Bobbie and Donnie (Esther Brann) The Macmillan Company, New York.

4. The Beautiful Book of Nursery Rhymes, Stories and Pictures (Frank Adams). Blackie and Sons, London.

5. Bobbie and Donnie Were Twins (Esther Brann). The Macmillan Company, New York.

6. Bobby Goes Riding (Dorothy Walter Baruch). Lothrop, Lee and Shepard Company, Boston.

7. The Brimful Book (Watty Piper). Platt and Munk Co., N.Y.

8. Cecily G. and the Nine Monkeys (H.A. Roy). Houghton Mifflin Company, Boston.

9. Choo Choo (Virginia Burton). Houghton Mifflin Company, Boston.

10. The Christ Child (Maud and Miska Petersham). Doubleday, Doran and Company, Garden City, New York.

11. The Cock, The Mouse, and the Little Red Hen (Felicite Lefevre). The Saalfield Publishing Co.,Akron,Ohio.

12. The Country Bunny and the Little Gold Shoes (DuBose Heyward and Marjory Flack). Houghton Mifflin, Boston.

13. David Has His Day(Lysbeth Boyd Borie). J.B. Lippincott and Company, Philadelphia.

14. A Doll's Day (Barbara and Beatrice Bradshaw Brown). Little Brown and Company, Boston.

15. The Funny Little Boy (Dorothy Baruch). Harper and Bros. New York.

16. The Golden Goose Book (L. Leslie Brooke). Frederick Warne and Company, New York.

17. The Happy Hen (Helen and Alf Evers). Farrar and Rinehart, Inc., New York.

18. Little Black Sambo (Mrs. Helen Bannerman). Frederick Stokes Company, New York.

19. Sugar Plum House (Lois Lenski). Frederick Stokes Co., New York.

20. To School and Back (Rosamund Praeger). Blackie and Sons, London.

11. The Cook, The Mouse, and the Little Red Hen (Felicite Lefevre). The Saalfield Publishing Co., Akron, Ohio.

12. The Country Bunny and the Little Gold Shoes (Dubose Heyward and Marjory Black). Houghton Mifflin, Boston.

13. David Sea Hid Day (Lysbeth Boyd Borie). J.B. Lippincott and Company, Philadelphia.

14. A Doll's Day (Barbara and Beatrice Bradshaw Brown). Little Brown and Company, Boston.

15. The Funny Little Boy (Dorothy Barnard). Harper and Bros. New York.

16. The Golden Goose Book (L. Leslie Brooke). Frederick Warne and Company, New York.

17. The Happy Hen (Helen and Alf Evers). Farrar and Rinehart, Inc., New York.

18. Little Black Sambo (Mrs. Helen Bannerman). Frederick Stokes Company, New York.

19. Sugar Plum Tunes (Lois Lenski). Frederick Stokes Co., New York.

20. To School and Back (Rosamund Fraser). Blackie and Sons, London.

APPENDIX G

AUDITORY AIDS

Auditory Aids

The writer found that good recordings of children's poetry and stories were particularly valuable in stimulating girls and boys to appreciate fine presentations of literature and to gain deeper insights into the meaning of fine literature. Wherever possible, the teacher presented the recorded poems and stories with which the children were acquainted. The familiar had an appeal which the strange did not have, However, once in a while, a new selection was introduced, but the familiar ones were received with more joy and served as an excellent review.

The recordings that gave most pleasure were:

Author	Title	Company
	Poetry and Rhymes	
	Nursery Rhymes	Decca
Lear	Nonsense Alphabet Suite	Columbia
Lindsay	The Mysterious Cat The Moon's the North Wind's Cooky	NCTE
Luther	92 Children's Songs (including "The Night Before Christmas"	Decca
Milne	Winnie, the Pooh and Christopher Robin	Decca
Milne	More Winnie-the-Pooh and Christopher Robin	Decca
Riley	Little Orphan Annie	NCTE
Stevenson	Child's Garden of Verses	Bluebird

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Author	Title	Company
	Poetry and Rhymes	
Lear	Nursery Rhymes	Decca
Lindsay	Nonsense Alphabet Suite	Columbia
	The Mysterious Cat	MGTM
	The Moon's the North Wind's Cooky	
Luther	22 Children's Songs (including "The Night Before Christmas"	Decca
Milne	Winnie, the Pooh and Christopher Robin	Decca
Milne	More Winnie-the-Pooh and Christopher Robin	Decca
Riley	Little Orphan Annie	MGTM
Stevenson	Child's Garden of Verses	Schwichard

Auditory Aids (continued)

Author	Title	Company
	Favorite Stories	
Berry	One String Fiddle	Bluebird
DeBrunhoff	The Story of Babar, The Travels of Babar, Babar, the King Babar and His Children Zephir's Holidays	Victor
Humperdinck	Hansel and Gretel	
Kipling	The Elephant's Child	
Milne	Winnie-the-Pooh Builds a House	Bluebird
	Winnie-the-Pooh Goes Visiting	Bluebird
Prokofieff	Peter and the Wolf (Orchestral Fairy Tale)	Victor
Suess	The Five Hundred Hats of Bartholomew Cubbins	Bluebird

In addition, the following children's records prepared by the Linguaphone Institute of New York were used in the classroom on different occasions. All were a source of joy to the children.

The Bumblebee Prince Bushkin, Rimsky-Korsakow

Chicken Little Jacobs

Goldilocks and the Three Bears Southey

Three Billy Goats Gruff Jacobs

The Sugar Plum Tree, Wynken, Blynken, and Nod Eugene Field

Raggedy Man James Whitcomb Riley

Auditory Aids (continued)

Author	Title	Company
	Favorite Stories	
Berry	One String Fiddle	Bluebird
DeBrunhoff	The Story of Babar, The Travels of Babar, Babar, the King Babar and His Children Zephir's Holidays	Victor
Humperdinck	Hansel and Gretel	
Kipling	The Elephant's Child	
Milne	Winnie-the-Pooh Builds a House	Bluebird
	Winnie-the-Pooh Goes Visiting	Bluebird
Prokofieff	Peter and the Wolf (Orchestral Fairy Tale)	Victor
Suess	The Five Hundred Bats of Bartholomew Cubbins	Bluebird

In addition, the following children's records prepared by the Linguaphone Institute of New York were used in the classroom on different occasions. All were a source of joy to the children.

The Rumblebee Prince	Rushkin, Rimsky-Korsakow
Chicken Little	Jacobs
Goldilocks and the Three Bears	Southey
Three Billy Goats Gruff	Jacobs
The Sugar Plum Tree, Wynken, Blynken, and Nod	Eugene Field
Raggedy Man	James Whitcomb Riley

Auditory Aids (concluded)

Hans Christian Anderson Stories

Little Black Sambo

The King's Breakfast

Old King Cole

Uncle Ned's Stories, including The Lion and the Mouse, The Hare and the Tortoise, Humpty Dumpty, The Fox and the Grapes.

(All of the above have sound effects).

APPENDIX H

CLASS SUMMARY CHART

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Name	Class Number Boys	Class Number Girls	Years In School	M. A.	C. A.	I. Q.	Metropolitan Readiness Test	Informal Test	Monroe Aptitude Test	Metropolitan Prim. I. Form R. Grade Score	Habits Personal	Habits Social	Habits Work	Teacher's Estimate Oct.	Teacher's Estimate Feb.	Teacher's Estimate June	Promoted
B. R.	1		0	63	72	84	66	38	65	1.9	S	U	U	C-	C	B-	Yes
. A.	2		0	63	73	83	84	40	65	1.9	S	S	S	C-	C	C+	Yes
B. A.	3		K	79	69	110	86	59	89	3.3	S	U	U	A	A	A	Yes
. R.	4		K	78	74	101	87	54	78	3.1	S	U	U	A-	A	A	Yes
. Q.	5		K	78	74	101	84	53	76	3.0	S	S	S	A-	A	A	Yes
. E.	6		Ø	71	71	100	74	54	78	2.7	S	S	S	C+	B	A-	Yes
. C.	7		0	71	70	97	74	40	68	2.2	S	S	S	C-	C	C+	Yes
. A.	8		0	77	71	104	74	58	82	2.8	S	S	S	B	B+	A-	Yes
. Q.	9		0	74	72	99	79	51	74	2.7	S	S	S	C	B	B+	Yes
. A.	10		0	74	73	101	72	54	74	2.6	S	S	S	C	B	B+	Yes
. E.	11		0	77	70	104	85	56	80	3.3	S	S	S	B	B+	A-	Yes
. A.	12		0	78	70	105	74	58	88	3.5	S	S	S	A-	A-	A	Yes
. K.	13		0	77	70	105	76	55	86	3.0	S	S	S	B	A-	A-	Yes
. D.		14	0	54	77	70	54	30	20	1.3	U	U	U	D-	D	D+	No
. I.		15	K	91	72	126	101	61	96	3.9	S	S	S	A	A	A	Yes
. I.		16	K	88	72	120	98	56	91	3.8	S	S	S	A	A	A	Yes
. R.		17	Ø	89	71	120	100	56	92	3.8	S	S	S	A-	A	A	Yes
. U.		18	K	86	72	120	97	57	92	3.4	S	S	S	A-	A	A	Yes
. O.		19	0	53	72	73	59	25	21	1.5	S	U	U	D	D+	C-	No
. I.		20	0	57	73	79	69	35	22	1.8	S	S	S	D	D+	C	Yes
. A.		21	0	68	68	97	73	52	72	2.5	S	U	S	C	B	B+	Yes
. .		22	0	78	70	107	85	55	85	2.9	B	S	U	B	B+	A-	Yes
. A.		23	0	65	73	89	76	49	65	1.9	S	S	S	C-	C	C+	Yes
. O.		24	0	68	70	98	78	54	67	2.3	S	S	S	C	B-	B	Yes
. H.		25	0	70	68	100	83	58	75	2.5	S	S	S	C	B	B	Yes
. T.		26	0	74	70	104	93	57	83	2.8	S	S	S	B	B+	B+	Yes
. A.		27	0	89	76	117	95	56	90	3.4	S	S	S	A	A	A	Yes
. O.		28	0	90	76	118	100	54	90	3.4	S	S	S	A	A	A	Yes
				Detroit Intelligence Test Oct. 1	Oct. 1												

October 2 — June 8 — November 1

Metropolitan Readiness Test 124
Monroe Aptitude Test 100
Informal Test 66
} Highest possible score

Original groups formed October 15. Flexible grouping as children prove

Group A. 3 4 5 11 12 15 16 17 18 27 28 — Capable

Group B. 6 7 8 9 10 13 21 22 24 25 26 — Promising

Group C 1 2 14 19 20 23 — Needing more preliminary training

Date Due

Room use	5:05		
JUL 27 1968			
JUL - 9 1968			

Demco 293-5

in Mildred C.
Survey of men graduate nurses to obtain
vocational information

Date Due

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